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ABSTRACT

This guide is for educators who wish to improve existing curricular frameworks concerning teaching about world literature. The guide is anchored by four goal statements for student learning: (1) to increase students' appreciation of oral literary traditions as a means for better understanding themselves and others; (2) to examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture; (3) to examine the treatment of a few chosen universal themes prevalent in world literature (war and peace; generation gap; nationalism and literature); and (4) to foster literary appreciation and enhance creativity. Sample activities, separated by grade level, are organized to correspond to each of the four goals. Resources that teachers might use in conducting the activities are suggested. Four sample lesson plans also are included: (1) Animal Proverbs: (2) Proverbs in Context; (3) Proverb Pairs; and (4) War Poetry. Supplemental resources, organized by each of the four goals, are listed. (DB)

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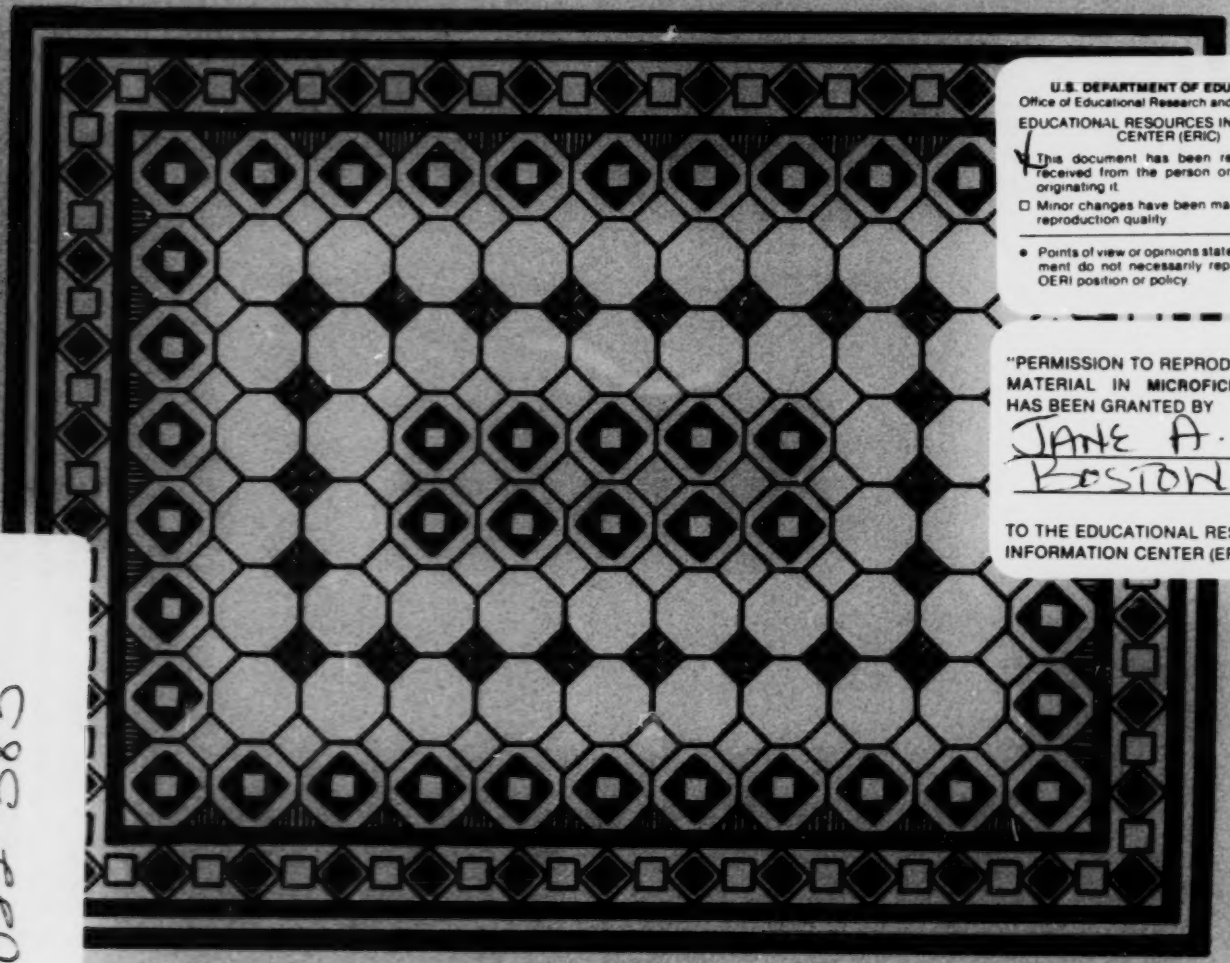
WORLD LITERATURE

A Theme Guide to K-12 Curricular Resources, Activities, and Processes



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Bay Area Global Education Program

TEACHING WORLD LITERATURE IN THE GLOBAL CLASSROOM

A THEME GUIDE TO K-12 CURRICULAR RESOURCES

ACTIVITIES, AND PROCESSES

Developed by the

Bay Area Global Education Program (BAGEP)

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TEACHING WORLD LITERATURE IN THE GLOBAL CLASSROOM

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INTRODUCTION TO BAGEP AND THEME GUIDES

The Bay Area Global Education Program (BAGEP), a consortium of the World Affairs Council of Northern California, the Stanford Program on International and Cross-Cultural Education (SPICE), and Global Perspectives in Education, works with local school districts and county education offices in a joint effort to increase student competence in world affairs. Together the resource organizations and schools which make up BAGEP seek to accomplish the following:

a. to develop and adapt new global education materials;
b. to design and implement staff and curriculum development projects;
c. to bring the international resources of the community to bear on school programs; and
d. to provide a forum for exchange of ideas and resources related to a more global curriculum.

Given the wide range of curricular frameworks in the State of California, BAGEP has adopted a thematic approach, thus organizing the task of "globalizing" the curriculum around a limited number of relevant foci. The current themes were chosen as a result of a needs assessment conducted in thirteen San Francisco Bay Area school districts. These themes in no way preclude the possibility of treating other global and cross-cultural topics in the curriculum. Nor are they mutually exclusive; one can identify considerable overlap among the themes.

Among the themes which can be used to improve the global and cross-cultural dimensions of school curricula, BAGEP has chosen the following for initial development:

WORLD CULTURES: Studying and comparing cultures in ways which develop understanding of beliefs, customs, social structure, and the arts, and which help students see themselves and the world from many points of view.

CONTEMPORARY WORLD ISSUES: Learning to view local issues in a global context, to see how world-wide problems affect Americans, to develop techniques for analyzing complex problems, and to work with others to effect solutions.

LANGUAGE: Becoming aware of the many forms of language—silent, symbolic, oral and written; examining the universality of language; discovering the relationship between language and culture; increasing language and cultural awareness by promoting increased foreign language study.

WORLD LITERATURE: Using the richness of world literature in translation to examine universal literary themes; fostering appreciation of a wide variety of oral and written literary traditions; encouraging creative potential.

U.S. HISTORY IN A GLOBAL CONTEXT: Developing a global perspective by studying events in American history from the perspective of other nations, comparing American experiences to those of other countries, and learning how change and conflict have shaped the United States.

UNDERSTANDING OUR DIVERSITY: Improving the student's ability to accept and appreciate people of diverse ethnic backgrounds; clarifying student perceptions of how diversity contributes to American life and to one's ability to deal effectively with world issues.

In order to produce these guides, teachers and curriculum specialists involved in BAGEP first developed goal statements for each theme. Then activities and resources were collected to fit each goal at different grade levels. Their efforts are reproduced here in the form of a "theme guide" which includes a rationale, goal statements, activities by grade level, sample lesson plans, and resource lists. These components will be amended and expanded as BAGEP Summer Institutes explore new curriculum areas.

The BAGEP theme guides are best seen as "tools" which are adaptable to existing curricular concepts and frameworks. They are not intended to be curricula in themselves, nor are they complete units. Rather, they are guides for those who hope to improve existing curricular frameworks utilizing one of the six initial themes.

Again, our primary intention is to provide teachers with a wealth of resources helpful in teaching the six global themes. Comments on this theme guide should be directed to Dr. Judith S. Wooster, Director, Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, California 94305-5013, (415) 723-1114. Any criticism and/or suggestions to improve future editions of this guide would be greatly appreciated.

TEACHING WORLD LITERATURE IN THE GLOBAL CLASSROOM

A Theme Guide to K-12 Curricular Resources, Activities, and Processes

RATIONALE

Literature is a unique and worthy teaching tool, already well-entrenched in our Language Arts and English curricula. Though literature has a firm ground in our educational program, the emphasis has usually been on written literary traditions of the Western world. Indeed, the study of a world body of literature, including both written and oral literary traditions, has often (and sadly) been neglected. Yet, world literature offers a valuable means for globalizing our curricula while enhancing students literacy.

What contributions would world literature make to our existing curricula? First of all, literature reflects what makes us human. It clarifies the common threads of our humanity. As students view the universal need to create literatures and the universal themes prevalent among the various literary traditions of the world, they will naturally develop a bond with their fellow human beings. Literature, therefore, becomes a powerful means for perceiving and dignifying the concerns, values, and feelings held in common by all peoples.

On the other hand, literature also defines our differences. Each literary tradition provides a small but significant "window" into the distinctive culture of its creator(s). Through world literature, students gain information about the social structures, customs, beliefs and attitudes of different cultures. They have an opportunity to view different ways of life and diverse value systems as they are reflected in the literature of various cultures. This helps students cultivate appropriate attitudes toward the cultural diversity of the world. They learn to appreciate the uniqueness of each culture, of each literary tradition, and of each literary product.

Literature offers students a chance to develop their emotional responses as well. Through literature, students receive what others have written and said. They gain access to a range of human ideas and human values, thus broadening their own perspectives. Literature also serves as a record of others' behavior and reactions to the surrounding world. A study of literature, therefore, helps students develop criteria by which to evaluate their own responses to the world. The broader the range of literature to which students are exposed, the more flexible they will be in their own responses.

Finally, a study of world literary traditions contributes positively to students' communicative competence. Students will have practice in developing and refining their reading, writing, analytical and expressive skills. A study of the diverse products of others' "creative genius" will encourage students to exercise their own creative powers. Creativity and clarity of expression - both essential skills for living in today's world - will be greatly enhanced as a result of students' exposure to the rich body of world literature.

GOALS

This World Literature Theme Guide seeks to realize several major goals: 1) to strengthen students' feelings of commonality with other peoples of the world; 2) to cultivate in students and appreciation for diversity; 3) to provide students with an outlet for developing and evaluating their own responses to their environment; 4) to enhance students' communication skills; and 5) to encourage student creativity.

To effectively realize these goals, the guide encourages students to evaluate the universal themes and forms of literature, and to consider the uniqueness of each literary tradition and its parent culture. Students are led to explore a variety of literary genres. They are also encouraged to read with sensitivity and to think critically. Additionally, students are provided with an outlet for their own creative impulses. Above all, it is hoped that students will simply enjoy the literary treasures of the world.

1. To increase students' appreciation of oral literary traditions as a means for better understanding themselves and others.

2. To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture.

3. To examine the treatment of a few chosen universal themes prevalent in world literature (War & Peace; Generation Gap; Nationalism and Literature).

4. To foster literary appreciation and enhance creativity.

FORMAT

This theme guide if presented in MATRIX form. The following matrices offer SAMPLE ACTIVITIES and RESOURCES for teaching world literature. The activities are based on resource materials either originally published in English, or readily available in English translation. We have selected various activities which are representative of the manner in which world literature can be treated effectively in K-12 classrooms. World literature need not be limited to the foreign language classroom. Indeed, the literature included here is suitable to Language Arts, Social Studies, Fine Arts, and other areas of instruction. We have incorporated literatures from the Western and Eastern hemispheres; we have attempted to include both oral and written literary traditions (folklore and "realistic" literature).

1. The SAMPLE ACTIVITIES are organized to correspond to each of the 4 goals. Some activities clearly realize more than one goal.

2. The SAMPLE ACTIVITIES are separated by grade level: K-3; 4-6; 7-8; 9-12. Teachers may find some materials listed at one level adaptable to a different level.

3. The SKILLS identified form only a partial list.

4. Each RESOURCE listing includes the author and the publisher. At least one source for obtaining the materials appears in parentheses. Many of the items cited are available from one of the four main resource banks below:

Major Resource Banks

Center for Teaching International Relations (CTIR)
University of Denver
Denver, Colorado
(303) 753-3106, 2426

Global Perspectives in Education, Inc. (GPE)
218 East 18th Street
New York, New York 10002
(212) 475-0850

Stanford Program on International and
Cross-Cultural Education (SPICE)
Littlefield Center, Room 14
300 Lasuen Street
Stanford University
Stanford, California 94305-5013
(415) 723-1114

World Affairs Council (WAC) Schools Program
312 Sutter Street
San Francisco, California 94108
(415) 982-2541

5. The RESOURCE column offers samples of the kinds of resources currently available for teaching world literature. A more extensive resource guide appears at the end of the guide. As publishers realize the value of translating a wider variety of world literary works for children and youth, more RESOURCES will be made available. Also, individual teachers will introduce the literary materials with which they are familiar, further increasing the resource bank of ACTIVITIES involving world literature.

Goal #1: To engage students in a study of various kinds of folklore as a means for better understanding themselves and others

LEVEL: K-3	CONTENT FOCUS: Language Arts, Music	
sample activities	skills	resources
Choose several simple folktales from around the world. Create a "storyhat" by hanging one object from each tale chosen around the brim of a hat. Explain that one story-teller in Africa decides which story to tell in this way. Members of class pick an object: tell the story corresponding to that object. After each story, ask children which character(s) they would like to be and why.	listening	Tales From The Story Hat: African Folk Tales. By Verna Aardema. New York: Coward, McCann and Georghegan, Inc., 1960. Folktales of Old Japan Popular with Children of All Ages. Editorial staff of The East Publ., Inc. Tokyo: The East Publ., Inc., 1975. (SPICE/Japan)
Discuss the idea of "trickster tales" with class. Can students think of any such tales familiar to them (e.g. The Tortoise and the Hare)? Read several trickster stories to class. What kinds of tricks are played? Discuss and enjoy!	identifying	Stories from Mexico. By Edward and Marguerite Dolch. Garrard Publishing Co., 1960. (SPICE/Latin America) Ananse the Spider Man. Told by Sir Philip H. Sherlock. Thomas Y. Crowell Co., 1945.
Children learn folksongs from around the world. Discuss common themes. Class may wish to perform for other classes and/or parents.	singing	Folksongs of Japanese Children. By Donald P. Berger. Charles E. Tuttle (publisher), 1969. (SPICE/Japan)

Goal #1: To engage students in a study of various kinds of folklore as a means for better understanding themselves and others

LEVEL: K-3 CONTENT FOCUS: Language Arts, Music

sample activities	skills	resources
Children learn jokes from around the world. Discuss what makes them funny. Create a "World Map of Jokes": write each joke on an index card and place around map. Attach each joke to its country with colored yarn.	mapping	Laughing Together. By Barbara K. Walker. New York: Four Winds Press, 1977. (WAC)
Read several folktales from China and Japan to the class. Do not show illustrations. Students each create a "scroll" to illustrate the tale of their choice.	listening illustrating	"Follow-Up Activities" (list). By Marjorie Ramsey and Dolores Vinal. (WAC)

Goal #1: To engage students in a study of various kinds of folklore as a means for better understanding themselves and others

LEVEL: 4-6 CONTENT FOCUS: Language Arts, Social Studies, Art

sample activities	skills	resources
Read several short fairytales to your class, but do not show illustrations. After each story, let each student draw one picture from the story. Compare; Which are similar/different? What made students draw something in a particular way? Read one more story. Have written copy for each student. Open discussion: SETTING (country, season, war, peace, etc.); CHARACTERS (poor, middle class, royalty, dress, physical features, work, tools, food, housing). What does the story tell us about what the people think? What is important to them? What customs or rituals are mentioned? How are the people governed?	illustrating comparing hypothesizing	Favorite Fairy Tales Told in Japan. By Virginia Haviland. Boston: Little, Brown & Co., 1967. The Rabbit Prince. By Terry Berger. New York: Atheneum Publishers, 1969. Chinese Fairy Tales. By Isabelle C. Chang. New York: Schocken, 1968.
Students read fairytales set in other lands. Each student rewrites one of the tales from an American perspective. Change setting, characters' names, descriptions, clothing, food, etc. Tell to the class.	rewriting	same as above
Select examples of stories with a "moral" and read to students. Students conduct library research to find another story with a lesson to share with class. (Students may be assigned particular cultures/regions to draw from.) Share stories with class and explain what the story "teaches." Discuss educational value of folktales and universal applications of the morals. Interested students may write their own tale with a "moral."	categorizing researching	The Ox of the Wonderful Horns and Other African Folktales. By Bryan Ashley. New York: Atheneum Publishers, 1971. The Stone-Cutter: A Japanese Folk Tale. By Gerald McDermott. New York: Viking Press, 1975. (SPICE/Japan) The Magic Brush. Adapted by Goodman & R. Spicer. Illust. by Y.T. Mui. Island Heritage Ltd., Norfolk Island, Australia, 1974. (SPICE/China)

Goal #1: To engage students in a study of various kinds of folklore as a means for better understanding themselves and others

LEVEL: 4-6	CONTENT FOCUS: Language Arts, Social Studies, Art	
sample activities	skills	resources
Students pick their favorite folktale and create a "Cereal Box Theatre" to illustrate it. Cut out one side of cereal box, and cut one-inch wide slit along length of box top. Student draws sequence of 5 illustrations on thick paper. As story is retold, each picture is pulled out through top slit, leaving next picture exposed. Share with class.	illustrating sequencing	"Follow-Up Activities for Folktales." By Marjorie Ramsey (Cupertino Elementary) and Dolores Vinal (Redwood City Elementary). (WAC)
After reading a variety of folktales and learning about common themes/motifs, students work in groups of five to create their own tale. Together group selects theme. (Teacher may supply "starter.") Then, each child is given a "story card" indicating his/her contribution (Characters, Plot #1, Plot #2, Setting, etc.). Groups share stories with class.	creative writing	"Rabbit in the Moon: Comparative Folktales from China and Japan" (unit).
Students listen to a simple folktale from China. Using cartoon-like drawings provided, students put the events in the proper sequence. Each student then selects another story and creates a series of line drawings to accompany the story. Students then read the story to a classmate and have him/her put the drawings in appropriate order.	drawing sequencing	"Rabbit in the Moon: Comparative Folktales of China and Japan." (see "The Golden Axe") (SPICE/China/Japan)

Goal #1: To engage students in a study of various kinds of folklore as a means for better understanding themselves and others

LEVEL: 4-6	CONTENT FOCUS: Language Arts, Social Studies, Art	
sample activities	skills	resources
Students read and discuss "creation myths" from various countries. Compare and discuss. As a class project, create a mural to illustrate the Chinese myth "How the World Was Made."	comparing drawing	"Rabbit in the Moon: Comparative Folktales from China and Japan" (unit). By the Japan and China Projects, Stanford. (SPICE/Japan, China) Beginnings: Earth, Sky, Life, Death. By Sophia Lyon Fahs and Dorothy T. Spoerl. Boston: Starr King Press, 1958. (World)
Students study African proverbs centering on animals. Discuss meaning of each proverb. Have students put it in their own words. Post outline map of Africa. Students learn in which parts of Africa certain animals are found by connecting the proverbs and pictures of the animal(s) in each proverb to its place of origin.	drawing mapping	"Proverbial Animals" BAGEP lesson plan. African Animals Through African Eyes by Janet and Alex D'Amato; Julian Messener, 1971. (attached)
Cut up "Proverb Pairs" (2 proverbs with same theme from different cultures) and distribute one to each student. Students find classmate with matching proverb. Student pairs share their proverb pairs with class.	matching	"Proverb Pairs" BAGEP lesson plan. (attached)

Goal #1: To engage students in a study of various kinds of folklore as a means for better understanding themselves and others.

LEVEL: 7-8	CONTENT FOCUS: Language Arts; Creative Writing	
sample activities	skills	resources
Students read "Mullah" stories from the Middle East. Discuss the importance of "wisdom" and the role of "advisors" in a society. Who are present-day "mullahs"? (Ann Landers, David Stockman, etc.) Class chooses Mullah and Council of Learned Advisors to serve class. Set up "court" on carpet in front of class. Hold court and let Mullah dispense his/her wisdom. Discuss difficulties in giving meaningful, appropriate advice.	dramatizing comparing	Intercom 90/91, Culture's Storehouse: Building Humanities Skills Through Folklore by Judith M. Barnet. "Wisdom Comes with Living Awhile," pp. 39-40. (WAC/GPE)
Students read tales that explain a specific phenomenon or problem. (e.g., "Why Are There Cripples on Earth?") Students identify situations or conditions in their lives about which they feel helpless (pollution, cancer, pimples) and write a modern tale to explain the problem. Class produces booklet of their collected tales.	creative writing	Intercom 90/91, "How Things Came to Be," pp. 43-45. (WAC/GPE) Cat Tales. By Natalia Belting. Holt, Rinehart and Winston, Inc., San Francisco, 1959. (Africa)
Students read various folktales from around the world. Keep track of the animals included and describe their characteristics. Do any categories emerge? Conduct library research to find additional tales with animals exhibiting similar characteristics to the categories outlined.	categorizing researching	Intercom 90/91, "Earthly and Heavenly Explanations," p. 50. (WAC/GPE) Chinese Folktales. By Louise and Yuan Hsi Kuo. Celestial Arts, Millbrae, CA, 1976. The King's Drum. By Harold Courlander. Harcourt, Brace & World, Inc., 1962.

Goal #1: To engage students in a study of various kinds of folklore as a means for better understanding themselves and others.

LEVEL: 7-8	CONTENT FOCUS: Language Arts; Creative Writing	
sample activities	skills	resources
Introduce students to the wit and wisdom of proverbs from around the world. Discuss both functions and forms of proverbs. Look at many examples. As culminating activity, class plays "Proverb Match Game."	comparing analyzing	"The Structure and Functions of Proverbs in African Societies" (article). By E.Y. Egblewogbe, University of Illinois. (SPICE) Interoom 90/91. In "Folk Wit and Wisdom"; Form and Structure, p. 15; Match A Proverb and Find Its Home, pp. 17-18.
Students read popular "numbskull" story which explains a proverb in context. Students tell the meaning of the proverb in their own words. Finally, each student chooses a proverb and puts it in context by creating a story to explain the meaning of the proverb through illustrative example.	creative writing	"Proverbs in Context" BAGEP lesson plan. (attached) Animals Mourn for Da Leopard and Other W. African Tales. Bobbs-Merrill Co., Inc., N.Y., 1970.
Each student recalls a proverb that is important to him/her. On index card, write proverb and illustrate with appropriate "symbols." On reverse side, student writes paragraph including: How and from whom did you learn the proverb? Why is it important to you? How has it influenced your life? On what occasions has it come to mind? To whom have you passed it along? Share with class.	recalling creative writing	Interoom 90/91, In "Folk Wit and Wisdom", p. 17. (WAC/GPE)

Goal #1: To engage students in a study of various kinds of folklore as a means for better understanding themselves and others.

LEVEL: 9-12 CONTENT FOCUS: Language Arts; Creative Writing; Social Studies; Anthropology

sample activities	skills	resources
Students define "myth" and identify myths in American society (e.g., George Washington and the Cherry Tree) in preparation for reading an Indian myth. Class reads the "Myth of Ganga" and lists the values it conveys. Discuss. Show slides from Indian cartoon book. Show 4-5 slides of the ghats at Benaras and ask students to describe what is happening. What is the river like? Show remaining slides with commentary as students gather information to agree or disagree with hypothesis: "The Hindu religion and every day life in India are one."	supporting hypotheses notetaking listening	"The Myth of Ganga and the Ghats at Banaras" (slides and unit). By Bill Dransfield (Aragon High School). (WAC) See "More Ideas for a Global '81", #17.
Class reads a version of a Chinese folktale in English translation with selected vocabulary in Chinese characters. (Usually used as culminating activity to Chinese Language unit.) Using all clues available to them: 1) illustrations, 2) context, 3) knowledge about Chinese from previous lessons in unit, students decipher the meaning of the characters.	interpreting inquiry	"Demystifying the Chinese Language" (unit). By the China Project. (SPICE/China)
Students investigate one aspect of the oral literary tradition of Africa: a Yoruba marriage chant. Have student(s) rehearse and chant for class. Students analyze the values expressed and attitude conveyed, including the changes in mood of a young bride as she is led to her husband's home. Discuss style and form (metaphors; figures of speech; personification). What does this kind of oral literary tradition play in a society? What other societies created "chants" as a form of literary expression? Students may write their own "chant" to commemorate an event in their lives.	listening interpreting	Intercom 90/91 "Recitation of the Bride," pp. 27-30. "Jambo and Other Call-and-Response Songs & Chants". By Ella Jenkins. Folkway Records & Soc. Corp., N.Y. (Available from Claudia's Caravan)

Goal #1: To engage students in a study of various kinds of folklore as a means for better understanding themselves and others.

LEVEL: 9-12 CONTENT FOCUS: Language Arts; Creative Writing; Social Studies; Anthropology

sample activities	skills	resources
Students analyze proverbs from Hausa (northern Nigeria) society. Record information learned about geography and climate. Reread and look for clues about Hausa beliefs and values. Record hypotheses. Repeat exercise with Islamic proverbs. Students may research at least 5 proverbs from another society. Share with class. Discuss facts/values inherent in proverbs. Try similar exercise on Mexico.	hypothesizing	Intercom 90/91 "Folk Wit and Wisdom," pp.15-16. (WAC/GPE) "Introduction to Folk Culture" (handout) (SPICE/Latin America)
Students investigate the importance of form in proverbs. Reinforce by looking at familiar proverbs translated into modern technical jargon. Can students still identify the proverb? Is the meaning the same? Is the impact the same? Would people be likely to pass on "modern proverbs" written in this way? Why or why not?	interpreting	Intercom 90/91 "Form and Structure" p. 15. "Say It Again, Please" (lesson plan). In Teaching About Reading in the Social Studies: A Global Approach, Vol. 1. By G. Otero, Jr. and C. Moeller. CTIR.
Students learn about content, form and transmission process of folktales: 1) Small groups form a "culture" (e.g., nomadic hunter, inland agricultural society, seafaring society). Groups list experiences their "culture" would like to hear stories about (e.g., hunger and its relief, bravery, growing up). 2) Choose a "theme" from lists; pick a "storyteller" to tell story (created with help of group). 3) Next class, a 2nd storyteller "retells" the tale as if years have passed. Note changes (additions, omissions). 4) For homework, each student writes own "version" of the tale. Bring to class and discuss reasons for variation (e.g., misperception, poor memory, dramatic effect, change in audience).	listening hypothesizing creative writing	Intercom 90/91 "What Is a Folk Tale" pp. 11-13.

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: K-3	CONTENT FOCUS: Language Arts/Music	
sample activities	skills	resources
Take class on a "picture visit with Chinese children" to learn about daily life in China as class views pictures of Chinese children performing daily routines. Discuss familiar objects and rituals (schoolbooks, brushing teeth), as well as unfamiliar items (sunning the bedding, using an abacus, etc.). Children then read and enjoy a very popular Chinese children's story about 2 brave sisters who saved their commune's sheep from a blizzard.	observing listening making comparisons	Little Pals. Beijing: Foreign Language Press, 1974; and Pandas in the Park: A Picture Visit with Chinese Children. By Audrey McKim. N.Y.: Friendship Press, 1969. (SPICE/China) "Little Sisters of the Grassland" (slide-based unit). Rent from Council on E. Asian Studies, Yale Univ., 85 Trumbull, Box 13A, New Haven, CT 06520. ($7.00 fee)
Children read a story and view photographs depicting the daily life of a 7-year-old Japanese boy. (Or, children may be interested inn other books in this series.) Discuss similarities and differences between Daisuke's "world" and children's own "world" in the United States. Children may wish to use photos of daily scenes and write a narrative to introduce their "world" to children of other countries.	making comparisons writing editing	Japan: A Week in Daisuke's World. Text by Martha Sternberg; Photos by Minoru Aoki. N.Y.: Crowell-Collier Press, 1973. (SPICE/Japan, WAC)
Children learn about Africa through picture and storybooks. As an introduction, class learns elementary Swahili vocabulary through the books of Muriel and Tom Feelings. To reinforce, children make posters using their newly-acquired vocabulary. As an added treat, children accompany Ella Jenkins in "Jambo and Other Call-Response Songs".	memorizing drawing	Jambo Means Hello. Moja Means One. Zamani Goes to Market. By Muriel Feelings. Illus. by Tom Feelings. (Pub Lib) "Jambo and Other Call Responses" (record). By Ella Jenkins. Folkway, Inc. (WAC)

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 4-6 CONTENT FOCUS: Language Arts, Social Studies, Art, Science

sample activities	skills	resources
Children read stories about famous women in Chinese history and legend. Each student writes a summary of one woman's life (on an index card). Illustrate. Class conducts timeline of famous Chinese women.	summarizing	Chinese Women in History and Legend (3 Volumes). By Lu Yu. N.Y.: A.R.T.S., Inc., 1980. (SPICE/China)
Students view slides of nature with tape accompaniment of Japanese poetic form, haiku. Discuss sample haiku and explain the form to class. Introduce seasonal qualities of haiku to students. As students observe additional nature scenes, they create their own haiku. Share with class.	observing creative writing	"The World in A Grain of Sand: The Haiku Moment" (Elementary slide-based unit). By the Japan Project, Stanford Univ., 1977. (SPICE/Japan)
Children read original writings of Mexican children in which they describe customs of their country. After viewing accompanying slides, students plan and produce their own slide show in which they introduce American culture to others through original writings and drawings.	writing drawing producing slide show	"Mexico Visto Por Sus Ninos" (curriculum unit/kit). Dist. by NFIE Room 628, 1201 16th St. NW, Wash. DC 20036 (SPICE/Latin America) "Global Resource for Educators." A Guide to "Mexico Visto Por Sus Ninos." Dev. by Latin America Project (SPICE/Latin America).

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 4-6 CONTENT FOCUS: Language Arts, Social Studies, Art, Science

sample activities	skills	resources
Students read stories about lives of rural children in other nations. Discuss and compare the stories individual students have read. Research the animals, crops, geography, etc.. of the areas where the stories take place. Students create own illustrations to share with class.	researching reporting drawing	Arjun and His Village in India. Oxford Press. (WAC) Boonmee and the Lucky White Elephant. Scribner Sons, 1972. (WAC) The Land I Lost: Adventures of a Boy in Vietnam. By Quang Nhuong Huynh. N.Y.: Harper & Row, 1982. (Pub Lib)
Students read several books about one country. Make a comparative chart on the manner in which the people, places, customs, values, etc. were depicted in each book. Which book do you believe was most authentic and why?	comparing notetaking	"Books on Africa for Children." Dev. by Rachel Samoff. (SPICE/Africa)
Discuss the definition of a "value" and elicit examples from students. Introduce popular Chinese slogans and discuss the values expressed in them ("serve the people" selflessness, etc.). Children read selected Chinese stories. Discuss values reflected in them. Compare Chinese and American values (e.g., "recycle society" vs. "throw-away" society). As follow-up, students select a value important to them and write a story about a character who displays the value.	making comparisons creative writing	"Shao Nian Gong—A Children's Palace: Ideas for Teaching about China" By M. Shoresman and R. Gumport. Univ. of Ill. (SPICE/China) The Call of the Fledgling and Other Stories. Peking, Foreign Languages Press, 1976. (SPICE/China)

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 4-6	CONTENT FOCUS: Language Arts, Social Studies, Art, Science	
sample activities	skills	resources
Children read stories written for Singaporean children. Discuss the cultural diversity of Singapore's people. Then children read and enjoy stories and poems by Singaporean children themselves. As an added delight, children may research and prepare samples of various foods of Singapore cuisine.	analyzing cooking	Prize-Winning Short Stories for Children. Singapore, Fed. Publications, 1982. (WAC) Favourite Stories from Singapore. Ed. by Irene-Anne Monteiro & Jenny Watson. Singapore, Heinemann Educational Books Asia Ltd., 1977. (WAC) Saya. Ed. by Maire Bong. Singapore, Educational Publ. Bureau, 1979. (WAC) Singapore Food. By Wendy Hutton. Sydney, Ure Smith, 1979. (WAC)
Children plan a trip to a country associated with a book they enjoyed. Get brochures from a travel agency. Prepare map, plot route, plan sightseeing, etc.	researching mapping	"Follow-Up Activities." Dev. by Marjorie Ramsey and Dolores Vinal.

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 4-6 CONTENT FOCUS: Art, Language Arts, Social Studies, Science

sample activities	skills	resources
Students read stories by prize-winning Jamaican author, Andrew Salkey. Discuss the effects of the adverse weather conditions (hurricane or drought) on the lives of the characters in the stories. For reinforcement, students view UNICEF slides, Child of the Caribbean. Students then investigate the relationship of climate & geography on the economy of Caribbean island nations. As a follow-up, students pursue a science project on the causes and effects of hurricanes or drought.	developing empathy	Hurricane. Drought. (books) By Andrew Salkey. London: Oxford Univ. Press; 1964, 1973. (SPICE/Latin America) Child of the Caribbean (slide set #5734) U.S. Committee for UNICEF. 331 E. 38th St., N.Y., NY 10016 ($4.00)
After reading a book about another country, students prepare a "social studies" book report. Students first describe traditions and family life of the culture presented in the book. Students then pick specific incidents or anecdotes from the book that best illustrate the culture. Share with class.	reporting recalling	"Social Studies Book Report" and Bibliography. (WAC)

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 7-8	CONTENT FOCUS: Language Arts, Social Studies	
sample activities	skills	resources
Introduce students to Japanese poetic form "tanka" (a short 5 line poem written to express feelings). Discuss differences between examples of tanka and western poetry of the same period. Divide students into pairs: one student writes 3-line "upper verse" and the other completes the 2-line "lower verse" to create original tanka. Share with class.	analyzing comparing creative writing	"Tanka" (lesson plan). In Japan: A Teaching Workbook. Columbia Univ: E. Asian Curric. Proj., 1982. (SPICE/Japan, WAC)
Students read stories of Pacific Island youngsters. Locate Samoa, Tonga, Fiji and Papua New Guinea on map. Compare the lifestyles of island families with the lifestyles of "mainland" American families.	mapping	Come to My Place: Meet My Island Family. N.Y.: Friendship Press, 1982. (WAC)
Students learn about the realities of Korean life and the problems faced by specific Korean youths through the novels of author Kim Yong Ik. The young protagonists serve as models of Korean youth facing the stigma of Korean society—one for having blue eyes and the other for being an orphan. Students chart the development of each young boy as he meets the challenges that face him.	making comparisons analyzing	Blue in the Seed. By Kim Yong Ik. Boston: Little, Brown, 1964. (Pub Lib) The Happy Days. Boston: Little, Brown, 1960. (Pub Lib)

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 7-8	CONTENT FOCUS: Language Arts, Social Studies	
sample activities	skills	resources
Students read the novel Friends and Enemies to gain insights into the situation in southern Africa on the eve of Bechuanaland's (present day Botswana) independence. Students learn about the Kgatla people and their lifestyle in their homeland, and view the disruption of this lifestyle that occurs with migration to white-ruled South Africa. The story provides a context for investigating a wide range of contemporary African issues--racial discrimination in South Africa and the special difficulties facing newly formed African nations, including economic dependence. The novel serves as a poignant introduction to the issues of poverty and hunger and the role of international relief organizations, such as Oxfam (introduced in the story).	making inferences researching	Friends and Enemies. By Naomi Mitchison. N.Y.: The John Day Company, 1966. (Pub Lib) Teaching About Food and Hunger. By George Otero and Gary Smith. Denver: CTIR, 1978. (WAC)
After reading books by authors from other countries, students write letters to the authors (c/o publishing companies) asking questions about the author's culture. Class may wish to generate a list of appropriate questions from which to choose.	questioning	"Follow-Up Activities." Dev. by Marjorie Ramsey and Dolores Vinal. (WAC) "Mildred Batchelder Award Books" (attached).

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 9-12	CONTENT FOCUS: Social Studies, Language Arts, Art	
sample activities	skills	resources
Students read and discuss statements by Taoist and Confucian philosophers. Compare the goals and methods of each "school." In what ways did the philosophies conflict with each other? In what ways did they complement each other? View Chinese landscape paintings and notee Taoist/Confucian influences. Compare with western landscape paintings.	observing comparing analyzing	Asian Studies Inquiry Program. "Confucianism and Taoism" (booklet). By A. Jeff Tudisco. Field Educational Publ., 1969. (SPICE/China) China: A Teaching Workbook. Columbia Univ: East Asian Curric. Proj., 1982, 1983. (SPICE/China) "Misty Mountains and Mountain Movers" (unit). Univ. of Michigan, Proj. on E. Asian Studies in Ed. (PEASE). (SPICE/China).
Students read "The Scholar Who Passed the Examination," a short story illustrating how Confucian values applied to Chinese society. Discuss exam system: How "democratic" was it? How effective? Evaluate the author's use of irony. In groups, students create a written test for evaluating moral standards and leadership potential. Administer to another group. Discuss.	analyzing evaluating	Through Chinese Eyes, Vol. I (Rev., Ed.) (book + teacher's manual). By Peter J. Seybolt. Leon Clark, Ed. N.Y.: CITE, 1981. (SPICE/China, WAC) See above.

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 9-12	CONTENT FOCUS: Social Studies, Language Arts, Art	
sample activities	skills	resources
Students investigate the poetry of China's two literary giants, Li Po and Tu Fu. Class reads Li Po's "poem-letter" and fills in a chart tracing the chronolgy of the poem through the poet's use of imagery for youth, aging, and death. Read and compare a similar "poem-letter" by Tu Fu. Discuss: Which did you like better? Read additional poems by Li Po and Tu Fu and identify the imagery used. Students read a literal word-for-word translation of a T'ang poem and then develop their own translation.	analyzing understanding imagery interpreting	"The River Merchant's Wife: A Letter" by Li Po, and "To My Younger Brother" by Tu Fu. In Asian-Pacific Literature, Vol. I. Hawai'i State Dept. of Ed., 1981. Anthology of Chinese Literature, Vol. I. Edited by Cyril Birch. N.Y.: Grove, 1965, 1972. (SPICE/China; Pub. Library) "An Introduction to Chinese Literature" (unit). Univ. of Michigan (PEASE). (SPICE/China)
Introduce Edgar Allan Poe's term "tales of ratiocination." Why does Poe say the skillful analyst must "observe in silence" and "make inferences" in order to solve a crime? Students learn about Judge Dee (Dee Goong An)-- a legendary Chinese problem-solver based on a real T'ang dynasty official. Class reads excerpt from The Celebrated Cases of Judge Dee. Each student keeps an observation log listing suspect, motive, and opportunities for administering the poison. Discuss Judge Dee's solution and the character assessments he made. Do you agree with him? Students may select other "cases" from the collection to investigate individually.	observing notetaking making inferences	"Dee Goong An" (translated by Robert Van Gulik). In Asian-Pacific Literature, Vol. I. Hawai'i State Dept. of Ed., 1981. "The Bookshelf" in Focus on Asian Studies, Vol. 2, No. 2, Winter 1983. Review of the Celebrated Cases of Judge Dee.

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 9-12	CONTENT FOCUS: Social Studies, Language Arts, Art	
sample activities	skills	resources
Students read a brief account of the "Butterfly Dream" of the famous Chinese philosopher Chuang-zi. How does this relate to the saying "Life is a dream?" List 2 qualities of dreams that account for this comparison. How does Chuang-zi's dream express "the essential oneness of Man and Nature?" What, in essence, is Chuang-zi saying about the nature of reality? Do you agree?	analyzing making analogies	"The Butterfly Dream." In Asian-Pacific Literature, Vol. I. Hawai'i State Dept. of Ed., 1981.
Read and compare excerpts from 3 classical Chinese novels. Evaluate the style of each, as well as their value as social commentaries. Romance of the Three Kingdoms: What does it tell us of Chinese life in times of war? How are hero and villain portrayed? The Water Margin: Can this be considered social protest or revolutionary literature? Why or why not? Dream of the Red Chamber: How is this novel allegorical? Why is it called a novel of manners?	comparing analyzing	Asian Studies Inquiry Program. "Chinese Popular Fiction" (booklet). By David L. Weitzman. Field Educational Publ., 1969. (SPICE/China, WAC)
Present slides of nature with tape accompaniment of Japanese haiku. Use examples to investigate structure, theme, and aesthetic principles of haiku as a unique Japanese form. Introduce "kigo"--season words--and make a list of possible kigo in English. Students then view additional slides of nature as a basis for creating their own haiku. Share with class.	observing creative writing	"The Haiku Moment: Seeing the World in a Grain of Sand" (slide-based unit). By the Japan Project, Stanford Univ., 1977. (SPICE/Japan)

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 9-12 CONTENT FOCUS: Social Studies, Language Arts, Art

sample activities	skills	resources
Students read the famous story of the 47 "ronin" (masterless samurai) to gain insights into the social structure of feudal Japan. Discuss the events that led to the warriors' mass suicide. Why did they avenge their master? What "honor code" guided their decision? Hypothesize some of the values held by the samurai. Compare the values and ideals of the samarai with the values held by medieval European soldiers.	hypothesizing making inferences	The 47 Ronin. Told by John Allyn. Tokyo, Vermont: Charles E. Tuttle, 1970. (SPICE/Japan) Peoples and Civilizations. Ginn & Co., 1977. Chapter 3. "Peasants and Warriors in Medieval Europe and Japan." (SPICE/Japan)
Students read an excerpt from the classical Japanese novel, The Tale of Genji by Murasaki Shikibu. What qualities did Lady Murasaki (the author) see in Genji (the principal character)? Discuss Genji's relationship to the woman, Yugao. Compare Genji to famous lovers of Western tradition (e.g., Romeo). ********** Advanced students may read the entire novel. Keep 3x5 cards for principal characters (clears confusion caused by unfamiliar names and provides brief character sketches for reference). Discuss range of "personal activities" depicted in the novel. What values of Heian court life may be inferred from these? Students further investigate the nature of aristocratic life in Heian Japan through research projects of their choice. Also, discuss the literary significance of Genji (often considered the first "modern" novel; written by a woman).	comparing analyzing notetaking researching making inferences	"Murasaki Shikibu: The Tale of Genji" (article). By A. Elgin Heinz. In Social Education, Vol. 42, No. 5, May 1978, pp. 339-343. (SPICE/Japan) The Tale of Genji. By Murasaki Shikibu. (2 translations available--see article above). "Yugao" chapter. From Tale of Genji. In Anthology of Japanese Literature. Ed. by Donald Keene. N.Y.: Grove Press, 1955. (SPICE/Japan) The World of the Shining Prince: Court Life in Ancient Japan. By Ivan Morris. N.Y.: Penguin, 1964. (SPICE/Japan)

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 9-12 CONTENT FOCUS: Social Studies, Language Arts

sample activities	skills	resources
Students investigate the position of Japanese women in traditional society through writings by and about Japanese women. From their readings on individual women, students make inferences about the lifestyles and values of other women from the same class and historical period. For example, The Flower Mat, depicting the development of a young woman of the samurai class in 18th century Japan. Discuss how Ichi grew from passive observer to active agent. What was the significance of the artistic carpets? Might she be representative of other women of the same period?	analyzing making inferences	The Flower Mat. By Mihoko Inoue. Trans. by E. Hennessy. Rutland, VT: Charles E. Tuttle, 1977.(SPICE/Japan) Her Place in the Sun: Women Who Shaped Japan. By Higuchi Chiyoko and Sharon Rhoad. Tokyo: the EAST Publ., Inc., 1973. (SPICE/Japan) Rice Bowl Women: Writings By and About the Women of China and Japan. Ed. by Dorothy Blair Shimer. N.Y.: New American Library, 1982. (SPICE/Japan)
Students investigate the works of the famous Japanese mystery writer Edogawa Rampo (whose pen name comes from a transliteration of Edgar Allan Poe in Japanese) and compare them to Poe's writings. Working in groups, students choose one story of each author. Groups make comparative chart of the techniques employed by each author. How has Edogawa Rampo been influenced by Poe's writings? Students present brief summaries of the stories read by their group.	observing making comparisons	Japanese Tales of Mystery and Imagination. By Edogawa Rampo. Trans. by James Harris. Tokyo: Charles E. Tuttle, 1956. (SPICE/Japan) Poe, Edgar Allan. Any of his collections of short stories. (Pub Lib) "The Bookshelf - Part 1" in Focus on Asian Studies, Vol. 2, No. 2, winter 1983. (WAC)

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 9-12 CONTENT FOCUS: Social Studies, Language Arts, Art

sample activities	skills	resources
Students read "The Pomegranate" by Yasunari Kawabata, a Japanese "palm-of-the-hand" story (a very short narrative form depicting a momentary experience or feeling that has wider meanings). While reading, keep in mind how each incident is important to the main character, Kimiko. What does the pomegranate symbolize? Read other "palm of the hand" stories. Students then write their own such stories, using a seemingly small, unimportant incident that had significance for them.	analyzing creative writing	"The Pomegranate." By Yasunari Kawabata. In "Contemporary Japan: A Teaching Guide" (story and lesson plan). By East Asia Curric. Proj., Columbia Univ., 198 . (SPICE/Japan) "Seven Very Short Stories" by Yasunari Kawabata. In Contemporary Japanese Lit. Ed. by Howard Hibbett. N.Y.: Alfred A. Knopf, 1977. (SPICE/Japan)
Through short stories, students gain an understanding for Indian villagers' high regard for certain animals. Students read about the plight of a tenant farmer, Gafur, as he tries to keep his bull and family alive during a drought. Discuss the significance of the fact that the landlord is a Hindu. How is Gafur responsible for Mahesh? In Gafur's own eyes, has he failed? Why does he leasve in the end? In another story, students assess the relationship of a farmer, Oeseph, to his bullock, Kannan. Discuss Oeseph's remark to his daughter, "...to me, Kannan is the same as you." What is the significance of the lizard's chirping at the end of the story? What are your feelings toward the characters of Gafur and Oeseph?	analyzing technique	"Drought" (short story). By Sarat Chandra Chatterjee. In Mix (pp. 45-51). Edited by B.& G. Stanford. Harcourt, Brace, Jovanovich, 1975. (WAC) "The Talking Plough" (short story). By Poonkunnam Varkey. In Asian-Pacific Literature, Vol. 2. Hawai'i State Dept. of Ed., 1982. (WAC)

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 9-12 CONTENT FOCUS: Social Studies, Language Arts, Art

sample activities	skills	resources
Students read 14 short, metaphorical poems by Nobel Prize winner Rabindrath Tagore of India. (Tagore was the first Asian to win the prize for literature.) Based on observations in the poems, students write a profile of Tagore: What kind of person do you think was? Students may then view the film-biography of Tagore by famous Indian filmmaker Satyajit Ray for further background. Students read additional works by Tagore, such as "The Runaway." Read aloud Tagore's statement on "the highest purpose of this world." How is the character Tara (or characters from other works) a manifestation of this purpose? According to Tagore, what is the relationship between humans and nature?	analyzing metaphors and similes	"14 poems" and "The Runaway" (short story". By R. Tagore. In AsianPacific Literature, Vol. 2. Hawai'i State Dept. of Ed., 1982. (pp. 67-69, 92-102) (WAC) A Tagore Reader. Ed. by A. Chakravarty. Boston: Beacon Press, 1966. (Pub Lib) "Tagore" (film; 54min; b/w; 1961). McGraw Hill Films. Avail. fr: Univ. of Calif. Media Extension Center. ($22 fee)
Students are introduced to famous northern Indian author Premchand through his short story "Resignation," which centers on a confrontation between an Indian office clerk and a British "sahib." Fill in a chart comparing the 2 characters, their position in society, material wealth, attitude toward others, etc. Discuss the author's technique: What is the purpose of the narrative on the "species" of office clerk which precedes the story proper? What is the dual meaning of the title, "Resignation?" How is Fateh Chand's name (which means "Moon of Victory") ironic in the beginning? Comment on his wife's statement concerning a man who loses his honor. Students may read other short stories of Premchand.	analyzing technique evaluating character	"Resignation" (short story). By Premchand. In Asian-Pacific Lit. Vol. 2 (pp. 33-39). Hawai'i State Dept. of Ed., 1982. (WAC) The World of Premchand (anthology). Trans. by David Rubin. Bloomington: Indiana Univ. Press, 1970. (Pub Lib)

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 9-12	CONTENT FOCUS: Social Studies, Language Arts, Art	
sample activities	skills	resources
Students use literature to investigate roles of women in India. First students explore key topics related to women's position in society—e.g., marriage customs, status of widows, caste, education, etc. Students then read various literary excerpts about women to further their understanding about women's lives in India. For insight into arranged marriage customs, students read a novel tracing a modern young woman from Calcutta who finds herself plunged into a tradition she does not fully understand when she moves to her husband's village as required by marriage.	hypothesizing	Listen to Our Voices (booklet). Madras: New Forms of Learning; 1980. (WAC) Music for Mohini (book). By Bhabani Bhattacharya. Thomson, Ct: InterCulture Assoc; 1967. (Pub Lib) "Women in India"(filmstrip/cassette). Women in World Area Studies; 1977. (WAC)
Students are introduced into the history of the Philippine struggle for independence through a short story about "heroism." Students read the story and construct a chart comparing the 3 main "heroes," including a historical figure, Dr. Jose Rizal (often called the "George Washington of the Philippines"). What is the author's definition of a "hero"? Students then list 4-5 traits they feel every hero must have. Compare these with the heroes of the story.	analyzing character	"The Stuff of Heroes" (short story). By J. Eddie Infante. In Asian-Pacific Lit., Vol. 3; pp. 113-118. (WAC) New Writing from the Philippines: A Critique and Anthology. Syracuse Univ. Press.
Students read a short story about a childless couple in rural Philippines and the end of their marriage. Pretending to be anthropologists visiting the village in which the story takes place, students use the information contained in the story to write a short report on marriage and divorce customs and/or a profile on the status of women within that culture. Discuss the images used to symbolize the wife's plight.	hypothesizing understanding symbolism	"Wedding Dance" (short story). By Amador T. Daguio. In Asian-Pacific Lit., Vol. 3 (pp. 124-129). (WAC)

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 9-12 CONTENT FOCUS: Social Studies, Language Arts, Art

sample activities	skills	resources
Students explore the literary traditions of Korea, including "sijo" poetry from the 13th-17th centuries (a 3-line poem averaging 44 syllables). Discuss the "themes" found in the various poems. Compare with the themes of modern Korean poetry.	analyzing poetry	Sunset in a Spider Web: Sijo Poetry of Ancient Korea (book). By Chung Seuk Park. N.Y.: Holt, Rinehart & Winston, 1974. Anthology of Korean Poetry: From the Earliest Era to the Present. Comp. by Peter H. Lee. N.Y.: John Day, 1964.
Students explore the difficulties in translating literature by reading 2 translations of a Korean short story depicting a post-war confrontation between 2 boyhood friends. Students compare and evaluate the two versions of the story. Which do you like better and why? Students then read other modern Korean short stories in translation.	making comparisons reading for detail	"The Cranes"(short story-2 versions). By Hwang Sun-Won. Trans. by Kevin O'Rourke; Trans. by Kim Se-young. In Asian-Pacific Lit., Vol. 2 (pp. 338-347). (WAC) Flowers of Fire: Twentieth Century Korean Stories. Ed. by Peter H. Lee. Honolulu: Univ. of Hawai'i Press, 1974.
Students gain a sense of the spirit of the Mexican Revolution through various works of Mexican literature, including one novel by an author who himself served under Pancho Villa.		The Eagle and the Serpent. By Martin Luis Guzman. Trans. by de Onis. N.Y.: Doubleday; 1965. (Pub Lib) The Underdogs (book). By Mariano Azuela. Trans. by E. Muguia. N.Y.: New American Library/Signet; 1962. (Pub Lib)

Goal #2: To examine the written literary traditions of various cultures as sources of information about the structure, customs, beliefs, and values of the culture

LEVEL: 9-12 CONTENT FOCUS: Social Studies, Language Arts, Art

sample activities	skills	resources
Students gain insights into the complexity of Mexican society through the award-winning novel, El Indio. Students may read an excerpt from the novel involving a case brought before the "judges." Discuss the decision handed down and the acceptance of that decision.		"Council of the Elders" (excerpt). In Mix. By Gregorio Lopez y Fuentes. N.Y.: Harcourt Brace Jovanovich, Inc.; 1975 (pp. 24-27). (WAC) El Indio (book). By Gregorio Lopez y Fuentes. Trans. by Brenner. N.Y.: Frederick Ungar, 1961. (Pub Lib)
Students read an interpretive, analytical essay probing the psychology of "the Mexican man" by noted writer and poet, Octavio Paz. What portrait does Paz paint of the Mexican's nature and personality? As follow-up, students read some of Paz' poetic works and discuss key themes he often addresses.		The Labyrinth of Solitude (book). By Octavio Paz. Trans. by Kemp. N.Y.: Grove Press, 1962. (Pub Lib)
Students augment their study of Brazil with works by an important contributor to Brazilian literature, Joaquim Maria Machado de Assis. Particularly, discuss why Machado de Assis is considered one of the foremost Brazilian short story writers. Students analyze the ironic style with which he treats his subject matter.		The Psychiatrist and Other Stories. By Joaquim Maria Machado de Assis. Trans. by Grossman and Caldwell. Berkeley: Univ. of Calif. Press, 1963. (SPICE/Latin America) Dom Casmurro (book). By Joaquim Maria Machado de Assis. Trans. by Caldwell. Berkeley: Univ. of Calif. Press, 1966. (SPICE/Latin America)

Goal #3A: To investigate the effects of war and peace on literature across cultures

LEVEL: K-3	CONTENT FOCUS: Language Arts, Social Studies, Art	
sample activities	skills	resources
Share thoughts on peace with class. Children complete their own thoughts on "Peace is . . . ." Make a class mobile by hanging each child's statement from a central object (a globe, star, rainbow, etc.).	writing	Children as Teachers of Peace.(book) Edited by G. Jampolsky. Millbrae; Celestial Arts, 1982.
Children play peace games to learn alternatives to conflict resolution.	motor skills	"Peace Teaching and Children" (resource list). By Evelyn Weiss. N.Y.: The Riverside Church Disarmament Prog. (WAC) A Manual on Non Violence and Children. By S. Judson. Alternatives, P.O. Box 1707, Forest Pk., GA 30051 ($5.00 + $.75 postage)
Children investigate what starts a fight. Have class brainstorm list of why people fight. Then show non-narrated film "Balablok," which reduces human conflict to simple forms. Discuss: Why did the blocks and circles fight? What happened after they fought? What will happen now that Triangle has arrived?	understanding cause and effect	"Balablok" (16mm film, color, 8 min.) $10 rental, Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave. Chicago, IL 60611
Children learn about the effects of war on the lives of children who have lived through war. Each child chooses a picture of a child war victim and writes sentences revealing how the child in the picture might feel.	developing empathy	U.S. Committee for UNICEF, 331 E. 38th St. N.Y., N.Y. 10016 Unicef materials. Pictures from weekly news magazines.

Goal #3A: To investigate the effects of war and peace on literature across cultures

LEVEL: 4-6 CONTENT FOCUS: Language Art, Social Studies, Art

sample activities	skills	resources
To gain an understanding of the effects of the atom bomb on individual victims' lives, class reads the story of Sadako, a young Hiroshima girl who died of radiation poisoning(leukemia). Describe Sadako's strengths. Why does she live on in the hearts of the Japanese children? Discuss the symbolism of the paper cranes. Class learns origami, and each student folds a paper crane as a tribute to Sadako. Display.	developing empathy analyzing paper-folding	Sadako and the Thousand Paper Cranes. By Eleanor Coerr. N.Y.: G.P. Putnam's Sons. (SPICE/Japan, WAC) Sharing Our Diversity: Japanese-Americans (Resource Guide) Level 3. Sacramento, Human Relations Office, 1976. (P. 343) (SPICE/Japan)
Class learns about WWII internment camps for the Japanese in Canada and the U.S. through the experiences of young Japanese-Canadians or Japanese-Americans. Students read about "Shichan" and her family from the time of their internment to the end of the war. Discuss the varied reactions of family members. What difficult decisions faced the family at the end of the war? How have their feelings remained/changed from then until now? Read epilogue to class. Or, students read and evaluate works of Yoshiko Uchida. Discuss her family's adjustment to Topaz and post-war readjustment to their home.	analyzing	A Child in Prison Camp. By Shizuye Takashima. Montreal, N.Y.: Tundra Books, 1977. (Public Library) Journey to Topaz. By Y. Uchida. N.Y: Charles Scribner Sons, 1971. (Pub Lib) Journey Home. By Y. Uchida. N.Y: Atheneum, 1978. (Pub Lib)
Class discusses why people fight in wars. Extend to how wars affect families. Then have children brainstorm ways in which they, the children of the world, could stop wars. Read the story How the Children Stopped the Wars to the class. Discuss the children's "mission" and how they accomplished it. Class collectively "interprets" the final battlefield scene in which the children indeed stopped the fighting. Display mural. Students may then read other books on conflict and its resolution.	listening brainstorming illustrating	How the Children Stopped the War. By Jan Wahl. N.Y.: Farrar, Straus, and Giroux, 1969. (public library) "Nucleography: An Annotated Resource Guide." By Barber, Bridges & Sneider. (SPICE)

Goal #3A: To investigate the effects of war and peace on literature across cultures

LEVEL: 4-6	CONTENT FOCUS: Language Arts, Social Studies, Art	
sample activities	skills	resources
Children discuss ways to promote peace among nations. As a writing assignment, children give advice to the world leaders in an effort to bring about peace: "If I Could Talk to the World's Leaders..." Share with class.	writing	Children as Teachers of Peace. (book) Edited by G. Jampolsky. Millbrae: Celestial Arts, 1982.

Goal #3A: To investigate the effects of war and peace on literature across cultures

LEVEL: 7-8	CONTENT FOCUS: Lang. Arts, Creative Writing, Soc. Studies	
sample activities	skills	resources
Students learn about events in Hungary during and after WWII through the personal experiences of a 15 year old Hungarian girl, Christina. Discuss the plight of Christina and her family. Students each keep a list of all incidents which caused Christina to be afraid. How does fear influence the lives of war victims?	developing empathy notetaking	I Am Fifteen--and I Don't Want to Die. By Brhistine Arnothy. N.Y.: Scholastic Book Services, 1956 (Pub Lib)
Students learn of the personal tragedies associated with the Vietnam War through the stirring novel about an American soldier and 4 Vietnamese children. "They are enemies in the language of war; they are unwittingly dependent and drawn to each other in the language of fear." Discuss the origins of the suspicions and the stereotypes they held of one another. How did they communicate? Why and how did their relationship change?	developing empathy	Cross-fire: A Vietnam Novel. By Gail Graham. N.Y. Pantheon, 1972. (public library)
Students learn about the rise of Nazism and the role of the Jung-folk through the story of the friendship of 2 young German boys, one of whom was Jewish. Who was the narrator? Trace the attitudes of the narrator and his family toward Friedrich and his family. Why did their attitudes change? What fears did each family live with? How did the two families react to the development of events described in the novel? How was the ending foreshadowed? For what audience was the novel written?	analyzing notetaking	Friedrich. By Hans Peter Richter. Translated by Edite Kroll. N.Y.: Dell Publishing Co., 1973. (pub lib)

Goal #3A: To investigate the effects of war and peace on literature across cultures

LEVEL: 7-8	CONTENT FOCUS: Lang. Arts, Creative Writing, Soc. Studies	
sample activities	skills	resources
Students read Vietnamese poet Nhat Hanh's poem "I Met You at the Orphanage Yard." Discuss setting and mood. Trace thoughts of older Vietnamese observing war orphan. Why does the poet say his generation "must shoulder the blame"? Students write companion prose/poem tracing the orphan's thoughts while observing the "stranger" in the yard. Extension: conduct research on children orphaned as a result of war in the 20th century.	analyzing researching	"I Met You at the Orphanage Yard" by Nhat Hanh. In Asian-Pacific Literature Vol. 3; pp. 331-333. (WAC)
Class conducts a survey of the influence of war on our daily lives. Keep track of fighting that takes place on T.V., in movies, video games, stories read, etc. What effect does "war play" have on our values? Share results. Students consider how to teach children traits such as kindness, honesty, and peacefulness. Then, small groups create a "peace game" or write a "peace story." Make sure conflict is resolved without fighting. What values are you encouraging in your product?	observing surveying creative writing	Mix. (Rev. Ed.) Edited by Stanford & Stanford. Harcourt, Brace, Jovanovich, 1975. Activity on p. 205 (WAC)

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Goal #3A: To investigate the effects of war and peace on literature across cultures

LEVEL: 9-12 CONTENT FOCUS: Literature, Social Studies

sample activities	skills	resources
Students investigate the works of numerous poets from various times and cultures in order to identify and understand key "themes" which recur in the poetry of "war and peace." Students review a list of themes developed by Lucy Dougall, compiler of the survey of War and Peace in Literature. Class generates a list of questions to ask about war/peace poetry. As a class, read and analyze selected poems from each theme. Each student then selects a theme to pursue, and finds and reports on additional poem(s) representative of the chosen theme. Examine both the time period and culture in which the poem was created, as well as the universal application of the poem's "message."	analyzing categorizing interpreting	War and Peace in Literature. Compiled by Lucy Dougall. Chicago: World W/out War Publ., 1982. (WAC) Lesson Plan Attached
Students investigate both the uniqueness and the universality of the literature of the Holocaust. Students view a spectrum of human relationships, inluding parent-child; victim-executionor; victim-victim; survivor-society. Through poetry, essays, novels, autobiographies, film, etc., students explore issues such as: the question of guilt, responsibility, and accountability; the forms of resistance (physical, emotional, spiritual, etc.); concepts of heroism; the meaning of human dignity, etc.	analyzing character developing empathy	"I Don't Want to Be a Bystander" (article). By Esther Heisel. In English Journal, Vol. 71, #5, Sep 82. (WAC) The Holocaust Years: Society on Trial. Edited by Roselle Chartock and Jack Spencer. N.Y: Bantam, 1978. (with lesson plans)

Goal #3A: To investigate the effects of war and peace on literature across cultures

LEVEL: 9-12	CONTENT FOCUS: Literature, Social Studies	
sample activities	skills	resources
Students investigate the impact of losing a major war through a series of exercises. First, each student interviews an adult born before 1932 regarding his/her memories of WWII. Compile the results and write a short composite of the "average" American reaction/attitude. Next students read excerpts from the diary of a young Japanese boy, Ichiro. In groups, students complete the interview worksheet as if Ichiro were answering to the questions today. Discuss: How do you think the outcome of a war--whether your country won or lost--affects your recollection of it?	interviewing hypothesizing	"Ichiro's Diary" (excerpts). In Through Japanese Eyes, Vol. I (pp. 97-113). By Richard Minear. Lesson Plans by Leon Clark and Jack Strauss (pp. 69-73). NY: Praeger, 1974. (SPICE/Japan)
Students read the writings of people interned as a result of war in an effort to determine the influence of captivity on the human spirit. QUESTIONS TO CONSIDER: What "psychological" scars did the victims suffer as a result of their captivity? People are often amazed at how little physical resistance was expressed by those incarcerated. What could have been some of the reasons for the seeming "lack of resistence?" What other forms of resistance did the victims manifest?	hypothesizing developing empathy	See below.

Goal #3A: To investigate the effects of war and peace on literature across cultures

LEVEL: 9-12	CONTENT FOCUS: Literature, Social Studies	
sample activities	skills	resources
Students read the story of a young Japanese-American's experience in an internment camp during WWII. Do you personally feel that internment during wartime is necessary for "national security" reasons? Do you think the U.S. could relive another episode like Manzanar? How did the relocated Japanese-Americans in the novel exhibit their anguish and resignation? Each student then writes a personal essay from the mother's or father's viewpoint as s/he reflects back on the experience at Manzanar. Have another student critique it.	analyzing creative writing	Farewell to Manzanar (book). By Jean W. Houston. Houghton Mifflin, 1973. (WAC) Japanese-American Curriculum Project, Inc. 414 E. 3rd Ave., San Mateo, CA 94401
Students read excerpts from Anne Frank: The Diary of a Young Girl. How are family relations affected by the war and the family's living situation? How do the feelings of tension mount? What feelings does Anne communicate to her diary? What characteristics of adolescence does Anne exhibit? What characteristics of a typical adolescence are denied her? What do you see as Anne's strengths/weaknesses?	analyzing character developing empathy	Anne Frank: The Diary of a Young Girl (book). Diary of Anne Frank (16mm; B/W; 2.5 hrs). Films Inc., 1144 Wilmette, Wilmette, IL 60091

Goal #3A: To investigate the effects of war and peace on literature across cultures

LEVEL: 9-12	CONTENT FOCUS: Literature, Social Studies	
sample activities	skills	resources
Read the excerpts from Elie Wiesel's novel Night (or the novel in its entirety). List 3 adjectives that describe the inmates' journey to the concentration camp as portrayed by the author. Divide a paper into 2 columns, labelled CAPTIVES and CAPTORS. Consider the effects of captivity on both groups. In what ways did they begin to lose their humanity? In what ways did they strive to maintain it? What is the significance of the title Night? Describe the scene with the violin music. What did Wiesel mean "He was playing his life?"	analyzing	Night (book). By Elie Wiesel. Hill and Wang, 1960. (Pub lib) Excerpt in Mix (pp. 132-137). NY: Harcourt Brace Jovanovich, 1975. (WAC)
Students read about the impact of the atomic bombing on the lives of individuals living or caught in Hiroshima/Nagasaki. Discuss the physical/emotional effects on the lives of the people concerned. By what means did the survivors regain their strength and hope in humanity?	developing empathy understanding cause and effect	Children of the A-Bomb (excerpt). In Mix (pp. 212-214). Harcourt, Brace, Jovanovich, 1974. (WAC) Summer-Cloud: A-bomb Experience of a Girls' School in Hiroshima. Ed. by Eng. Dept., Hiroshima Jogakuin High School. Tokyo: 1975. (SPICE/Japan)

Goal #4: To foster literary appreciation and enhance creativity

LEVEL: K-3	CONTENT FOCUS: Language Arts, Art	
sample activities	skills	resources
Read a variety of stories from other lands to the class. Discuss the illustrations for the stories—the types, colors, mode, etc. Then children make illustrations for their favorite story using a medium of their choice (watercolors, fabric wall hangings, mosiac, etc.).	illustrating decision-making	"Extending Literature". In Children's Literature in the Elementary Schools. By Charlotte Huck. Holt, Rinehart, Winston. "Creative Techniques for Exploring Literature". In Literature for Thursday's Child. By Sam L. Sebesta & William J. Iverson. Palo Alto, Chicago, SRA Inc., 1975
Students construct an animal from a tale read in class (dragon, spider, rabbit, etc.). Use items such as egg cartons, cellophane, paper mache, etc.	creating	Same as above.
Each student picks his/her favorite character from a story about another land (folktale characters work well). Help students plan appropriate costumes. Then stage a "Character Masquerade." Display the stories which children have selected. Make "name tags" including title of story for each character. Invite guests!	designing	Same as above.
Children play games to reinforce books and stories read in class. Ideas include charades of characters, 20 questions, literary crossword puzzles, book riddles etc.	recalling dramatizing	See Huck, above.

Goal #4: To foster literary appreciation and enhance creativity

LEVEL: 4-6	CONTENT FOCUS: Language Arts, Social Studies, Art	
sample activities	skills	resources
Class uses favorite book story about another country to create a cooperatively planned mural. Divide into small groups. Each group is responsible for one part--themes, characters, settings, etc. Tape parts to chalkboard and move around until "total effect" has been satisfactorily mapped out.	planning designing	See Children's Literature in the Elementary Schools and Literature for Thursday's Child, on previous page.
Class makes a mural representing a synthesis of favorite characters in one type of literature (e.g., animals in folklore; children's heroes and heroines from other lands). Each student contributes an "entry" of his/her choice.	illustrating	Same as above.
Small groups of students plan and produce a puppet show based on a story they have read. Each student makes a hand puppet to correspond to one of the characters in the story. Students write the script and "stage" the actions. Perform for other classes.	producing writing	"A Creative Approach to Puppetry and Literature" (article). By Hans J. Schmidt (professional puppeteer). In Literature for Thursday's Child. (WAC)
Select a story children have read. Discuss chain of events as they occurred in the story. Then ask several "what if" questions to inspire alternatives to the ending written. Children then rewrite story ending from a given part (e.g., what if Cinderella's glass stepsister had squeezed her foot into the glass slipper?).	creative writing	"50 Suggestions for Teaching English in Social Studies Classes or Social Studies in English Classes". By Joanne R. Grimm, Bay Area Writing Project. (WAC)

Goal #4: To foster literary appreciation and enhance creativity

LEVEL: 4-6	CONTENT FOCUS: Language Arts, Social Studies	
sample activities	skills	resources
Students read a historical novel from another country. Construct a timeline of events that occurred in the story. Conduct further research on the history of the country during the time period covered in the novel and add to the timeline.	sequencing researching	See Literature for Thursday's Child and Children's Literature in the Elementary School, on previous page.
Create "first-aid" file for students' writing endeavors; e.g., picture file; phrase file; opening-line file; title file. Include stimuli that encourage students to think globally! (Pictures from National Geographic; references to other countries, artifacts, etc.)	creative writing	See above.
Students create "painted poems," i.e. a poem integrated with an illustration of the topic. Class jointly chooses topic, generated descriptive phrases, arranges and edits poem, and designs illustration. Individual(s) record class poem on butcher paper and others fill in graphics. (Example topic "firecrackers," but students may write about international topics, such as national flags, festivals, families, etc.)	writing illustrating	If You're Trying to Teach Kids How to Write, You've Gotta Have This Book. By Marjorie Frank, Incentive Publication, Box 120189, Nashville, Tenn. 37212

Goal #4: To foster literary appreciation and enhance creativity

LEVEL: 4-6	CONTENT FOCUS: Language Arts, Social Studies	
sample activities	skills	resources
Divide students into small groups. Provide the groups with the same set of stock characters (e.g., villain/heroine/hero; mother/father/child, etc.), but give each group a different setting (Moscow; rural Egypt; the Andes mountains, etc.). Each group fills out descriptions of their characters and then writes a short story appropriate to their setting. Share and compare.	creative writing	"Follow-up Activities". By Marjorie Ramsey and Dolores Vinal. (WAC)
Students actively create "Poetry for Social Science" centered on a shared activity (e.g., a film; field trip, etc.). Give students a form to work with (cinquain/diamante) and "walk" class through a group poem. Then students write poems in pairs or small groups to pool their creative powers. Finally, students use new stimuli to create individual social science poetry.	creative writing editing	"Poetry for Social Science". (lesson plan). By Jane Boston. (WAC CC #27)
Have an international smorgasbord of foods from areas students have studied in Social Studies or read about in Language Arts class. As students are enjoying the variety of foods, class describes the appearance, aroma, taste and feel of the various dishes. Create an appealing menu, riddles, food poems, etc. with their descriptions.	creative writing	See If You're Trying to Teach Kids How to Write, You've Gotta Have This Book, on previous page.

Goal #4: To foster literary appreciation and enhance creativity

LEVEL: 4-6	CONTENT FOCUS: Language Arts, Social Studies	
sample activities	skills	resources
Students investigate the meaning of friendship. Gather ideas of friendship through readings, interviews with people, etc. Create a portrait with pictures to express the various aspects of friendship.	interviewing writing	See If You're Trying to Teach Kids How to Write, You've Gotta Have This Book, on previous page.
Students read novels or short stories about other countries. For further background information and to evaluate the importance of setting, students make short reports on the geography of the places included in the novel. How would the story be affected if the setting were changed? (e.g., How would the story set in an African desert or in the Australian outback be different if set in a European country?)	researching	"Follow-up Activities". By Marjorie Ramsey and Dollores Vinal. (WAC)
Students select several novels to read about other countries, and keep a travel journal of the countries they "visit" through their reading. They may keep track of how many countries, continents they have visited; log the number of "miles" they have traveled, etc.	notetaking mapping	Same as above.
Students create a book display by choosing their favorite book and designing an appropriate book jacket for it. Or, students create posters to "sell" their book globally. Invite others to view the display.	illustrating	Same as above.

Goal #4: To foster literary appreciation and enhance creativity

LEVEL: 7-8	CONTENT FOCUS: Language Arts, Social Studies	
sample activities	skills	resources
After students are acquainted with historical fiction and have read at least one historical novel, have them pick an event involving more than one country and write a fictionalized story about it (e.g., Matthew Perry's arrival in Japan).	creative writing	"50 Suggestions for Teaching English in Social Studies Classes or Social Studies in English Classes". By J. Grimm, Bay Area Writing Project (WAC)
As an extension of their study of history, students contribute to a "what if" history book. Each student contributes an "event" (e.g., what if the Vikings had remained inn America). Collect in booklet and share with other classes.	creative writing	Same as above.
Students choose a poem from or about another country and interpret it through various media. Use music to set the mood, visual aids to help with setting, costumes, food, incense, etc. to create "total effect" of the poem.	interpreting	See Children's Literature in the Elementary School, on previous pages
Children play literary version of "Hollywood Squares" (tic tac toe). Each square is labeled with a category such as poetry, fairy tale, myth, biography, etc. Students submit questions for each category written on cards and placed in labeled envelopes. A player chooses a category and is asked a question. If answered correctly, player places his/her mark (X or O) in the square. (Categories may also be areas of the world: Literature from China/Japan, S.E. Asia; Africa, Latin America, etc.)	recalling categorizing	See Children's Literature in the Elementary School, above

Goal #4: To foster literary appreciation and enhance creativity

LEVEL: 7-8	CONTENT FOCUS: Language Arts, Social Studies	
sample activities	skills	resources
Students read a novel about a hero or heroine from another culture. Discuss the traditions, customs, behavior patterns of the culture to which this person belongs. Then students assume the role of the hero/heroine and write an "autobiography" describing their role in the culture.	creative writing clarifying values	See If You're Trying to Teach Kids How to Write, You've Gotta Have This Book, on previous pages. ("Ideas for Mixing Writing with other Content Areas--Social Studies, p. 169) (WAC)
Students keep a "values" notebook with pictures. Students begin by recording their own values. Later add pictures to express the values of characters met through students' reading adventures.	clarifying values	See above.
Class creates a book of short stories set in other lands. In small groups or individually students develop ideas for stories. Begin with a theme, develop characters, story line, etc. Illustrate final script, bind and produce a cover for the publication. Share.	writing editing	For instructions on book binding and production, see C. Huck, Children's Literature in the Elementary School, above.

Goal #4: To foster literary appreciation and enhance creativity

LEVEL: 9-12	CONTENT FOCUS: Language Arts, Social Studies	
sample activities	skills	resources
Students discuss various aspects of the societies they have encountered in their readings. Include topics such as forms of government; religions; education systems; sex roles, etc. Discuss the idea of a Utopia. Students then structure their own "world" through a writing assignment. Create an entire Utopia or any part of it: The Ideal School; A New Form of Government; A Perfect Religion; New Ways to Resolve International Problems, etc.	making inferences creative writing	Readings from Mix and Changes. Edited by Stanford & Stanford. Harcourt, Brace, Jovanovich, 1975. (WAC)
Students read stories in which certain human rights have been denied. Discuss life in a society that does not grant such rights as freedom of speech, the right to education, etc. Students select one right particularly important to them and write a story describing life in a society denying such a right.	hypothesizing creative writing	Mix, above. Activity on p. 137. (WAC)

TITLE: Animal Proverbs

DEVELOPED BY: BAGEP Literature Themeguide Group

LEVEL: 4-6

TIME: 2-3 class periods

MATERIALS:

___ large outline map of Africa
___ art supplies (index cards, crayons, markers, string)
___ list of animal proverbs

BACKGROUND:

Animals Through African Eyes by Janet & Alex D'Amato. Julian Messener: 1971.

OBJECTIVES:

- to interpret the meaning of African proverbs
- to identify the characteristics associated with certain animals in African folklore
- to learn in which parts of Africa these animals are found

PROCEDURE:

1. Become acquainted with proverbs and animals included.
2. Explain what a "proverb" is:

The Proverb

"A proverb is an age-old wisdom stated in a few words. People differ in the color of their skins, their costumes, their traditions, but they express wisdom in similar ways: only the setting varies.

The message is the same, for the wisdom of this world is one and indivisible. It is the common treasure of all the world's people.

Emery Klene, Proverbs of Many Nations

3. Read proverbs to class. Ask students to put the proverbs in their own words.
4. Make a list of animals included. On map have students locate in which parts of Africa the various animals are found.
5. Assign each student a proverb to "illustrate." Connect their illustrations (with proverbs) to the group map.
6. Review the kernels of wisdom contained in the proverbs.

ANIMAL PROVERBS

A toad does not run in the daytime for nothing. (Nigeria)

He who harms cattle harms the Fulani.

Rooster don't make so much noise; your mother was only an egg. (Nigeria)

To catch the monkey requires patience. (Senegal)

The leopard never changes its spots.

Fair speech turns elephants away from the garden path. (Swahili)

Do not hold the leopard's tail, but if you hold it, don't let it go. (Ethiopia)

You cannot hold onto two cows' tails at once. (Upper Volta)

Look to the tracking dog for the hunting dog.

The prayers of the chicken hawk does not get him the chicken. (Swahili)

Where elephants fight, the seeds get hurt. (Tanzania-Swahili)

Unity among the small makes the lion lie down hungry. (Swahili)

A blind chicken scratches what others will eat. (Nigeria)

If a dog is praised for hunting, he is likely to hunt for leopard.

Rescued animal threatens rescuer. (Ghana)

By trying often, the monkey learns to jump from the tree. (Zaire)

TITLE: Proverbs in Context

DEVELOPED BY: BAGEP Literature Themeguide Group

LEVEL: 7-12

TIME: 1 class + homework or 2-4 class periods

MATERIALS:

___ handout of "Miller, His Son, and the Ass Trying to Please Everyone"
___ proverbs for students to illustrate or resource materials for students to find own proverbs

OBJECTIVES:

- to learn the meaning of an African proverb by reading an illustrative story
- to be able to identify "numbskull" tales
- to "illustrate" a proverb by placing it in context within a story

PROCEDURE:

1. Review some proverbs with students. Have them tell the meaning of the proverbs in their own words. Explain that some proverbs are passed on through illustrative stories. Students will read popular "numbskull" tale from Ghana.
2. Either read story to students, or provide students with their own copies. After students have read the story, discuss the meaning of the father's words: "That is the world." What is the lesson of the proverbial story? (Do what you think is right.) What happens when the Miller, his son and the donkey try to please people? Why is this called a "numbskull" tale? Can anyone think of similar tales from other cultures?
3. Assign proverbs to students or have students research their own choice of a proverb to illustrate through a story. Students may wish to work in groups to write their "Proverbs in Context." Share with class. (May be done as homework if individually assigned.)

HANDOUT

A man who had a son farmed his corn. His corn grew well. He was able to sell this fine corn for much money. With his extra money he bought a strong donkey. The hot season came and the man prepared to go to market. Father said to son, "I'll teach you how the world is today. You say you are foolish. I'll show you how the world is."

Man and son harnessed up their new donkey. They tied things securely on the donkey. The man then got on his donkey and his son followed on foot. Some people on the way saw them and cried out, "Ei! See a foolish man sitting on that donkey while his poor son is walking on this hot ground. Man, you are foolish—you are hopeless!" And they continued to insult him.

Man was quiet and said, " Did you hear what they said?" Afterr a short while he got down and told his son, "Son, come and ride. The ground is hot on your feet." The son got on the donkey. As they walked they met some Dagatis coming their way.

The woman said, "Ei! See a useless boy. You like this, all strong, eyt will not walk and let your poor father ride the donkey, but make him walk on the hot ground." They swore at him. "My father!" son said, "have your heard?"

They walked on a little more. They were now both walking and pulling the donkey. Soon they met some women who said, "See a useless man and his son! Neither of them has sense. Why should you have such a donkey and yet walk without riding?" Father then said to his son, "All right! Have you heard it? Haven't you heard what they said? That is the world."

TITLE: Proverb Pairs

DEVELOPED BY: BAGEP Literature Themeguide Group

LEVEL: 4-

TIME: 1 class period

MATERIALS:

___ copy of Proverb Pairs (attached) cut-up

OBJECTIVES:

- to learn the meaning of various proverbs from around the world
- to realize the universality of much of the wisdom contained in proverbs

PROCEDURE:

1. After handout is cut up into single proverbs, have each student pick a proverb. Explain that the proverbs are to be paired by similar themes. Each student is to try to match his or her proverb by finding the classmate who has the matching proverb. When all proverbs are paired, share with the class. Tell where the proverbs come from.
2. After student pairs share their proverbs with the class, have them together reword the meaning of their proverbs. What piece of wisdom do the proverbs teach us?

HANDOUT

Universal Proverbs

Where there is a will there is a way. (Swahili)

If at first you don't succeed, try, try again. (England)

God gives food to the birds, but they must look for it. (Germany)

If you fail to plant the manioc, God will not raise manioc to feed you. (Zaire)

Nobody cries who has not been pinched. (Kenya)

An old crow does not croak for nothing. (Russia)

You cannot hold onto two cows at the same time. (Upper Volta)

A man cannot whistle and drink at the same time. (Denmark)

Do not hold a leopard's tail, but if you hold it, don't let go. (Ethiopia)

If you have to kill a snake, kill it once and for all. (Japan)

Birds of a feather flock together. (African)

Whoever lies down with a dog will get up with fleas. (Hebrew)

He who is starving hates him who is eating. (Gabon)

When one eats and others look on, there is likely to be a fight. (Turkey)

In multitude there is strength. (Nigeria)

United we stand, divided we fall. (United States)

A bad brother is far better than no brother. (Swahili)

Blood is thicker than water. (Norway)

The wise child is spoken to in proverbs, not in simple language. (Ghana)

A wise child listens to his elders. (Italy)

Unless you fill up the crack, you will have to build a new wall. (Ewe - West Africa)

A stitch in time saves nine. (Holland)

Fair speech turns elephants away from the garden path. (Swahili)

Gentle words open iron gates. (Bulgaria)

Time passes on but sayings remain. (India/Ceylon)

Learn proverbs well and good speech will come naturally. (China)

Sometimes the canoe sinks. (Cameroon)

Don't count your chickens before they are hatched. (England)

or more walking together keeps one from falling; he who walks alone falls with no one to help. (Zaire)

We must all hang together or we'll all hang separately. (United States)

Don't be afraid to listen to strangers. Wisdom comes from everyone. (Zaire)

Who is wise? He that learns from everyone. (United States)

The prayer of the chicken hawk does not get him the chicken. (Swahili)

God helps those who help themselves. (Scotland)

MILDRED L. BATCHELDER AWARD BOOKS

This award was established in 1966 for the best English publication of a children's book written and previously published in another language.

Award Year	Title	Author/Language	Publisher
1968	The Little Man	Erich Kastner/German	Knopf
69	Don't Take Teddy	Babbis Frus-Baastad/Norwegian	Scribner
70	Wildcat Under Glass	Alki Zei/Greek	Holt
71	In the Land of Ur: The Discovery of Ancient Mesopotamia	Hans Baumann/German	Pantheon
72	Friedrich	Hans Peter Richter/German	Holt
73	Pulga	Van Iterson/Dutch	Morrow
74	Petros' War	Alki Zei/Greek	Dutton
75	An Old Tale Carved Out of Stone	Linevski/Russian	Crown
76	The Cat and Mouse Who Shared a House	Ruth Hurlimann/German	Walek
77	The Leopard	Cecil Bodker/Danish	Atheneum
* 79	Konrad (publ.'77)	Christine Nostlinger/German	Watts
* 79	Rabbit Island (publ.'78)	Jorg Steiner/German	Harcourt
80	Sound of Dragon's Feet	Alki Zei/Greek	Dutton
81	The Winter When Time Was Frozen	Els Pelgrom/Dutch	Morrow

* Prior to 1979, the award went to a book published in English 2 years previously. Since that time, the award has been granted to a work published the preceding year. Hence, 2 awards were made in 1979.

TITLE: War Poetry

LEVEL: 9-12

TIME: 2-3 Class Periods

MATERIALS:

___ copies of Lucy Dougall's Poetry Themes

___ copies of sample poems for distribution

___ other poems/anthologies/etc. for individual student use

OBJECTIVES:

- to identify the key themes prevalent in the poetry of war and peace
- to analyze individual poems for content, style, and universality
- to select additional poetry involving one theme of student's choice
- to present choice of poem to the class and discuss it

PROCEDURES:

1. Tell the class they are going to investigate the "poetry of war and peace" across cultures. Have them generate questions concerning topics of war and peace which might help them analyze the content of the poetry they are about to read. Sample questions include:

   a. Why were instruments of war "invented" and how are they used?
   b. How was warfare "developed" over time?
   c. When do humans abandon peace?
   d. Is violence inevitable?
   e. Who are the "casualties" of war?
   f. What "scars" (both physical/psychological) does warfare leave?
   g. According to this poem, are humans by nature warlike or peaceful?

2. Next, hand out copies of the "themes" for war and peace poetry developed by Lucy Dougall. Discuss the groupings of the themes. Can students add any themes not covered in Ms. Dougall's dichotomy?

3. Select poem(s) representative of one or more themes. Read and analyze at least one poem as a class. BELOW ARE DISCUSSION QUESTIONS FOR SELECTED POEMS REPRESENTATIVE OF THE VARIOUS THEMES.

****

BEST COPY AVAILABLE

THEME: Patriotism/Defense/Courage/Honor
AUTHOR: Mark Twain
TITLE: War Prayer

1. Read The War Prayer to the class as class simply listens to absorb the message.
2. Students make a list of the "spoken" and "unspoken" prayers as the piece is read a second time.
3. On the chalkboard record all elements of the "unspoken prayer" according to the messenger.
4. Read the prologue to the class.

DISCUSSION QUESTIONS:

Why did the people think "the messenger" was a lunatic?
What did Twain mean by "I have told the whole truth"?
What is that "truth"?
Why did Twain not want the work published until after his death?
Does he have an "unspoken message" in this work?

THEME: The Ambivalence of Choice/Power
POET: Jorge Luis Borges
TITLE: "The Dagger" (from Literature of the Americas; Hawai'i State Dept. of Education)

1. Students read the poem. Assist with details of the poem.
2. In small groups, students list "implements of war" in order from least to most effective.
3. List purposes for the use of these implements (e.g. for self defense; to gain territory, etc.).
4. Reread poem.

DISCUSSION QUESTIONS:

What is the symbolism of the "dagger"?
What power does it hold?
Why does Borges say, "Whoever lays eyes on it has to pick up the dagger and toy with it"?
Are we as quick to pick up the tools of peace?

THEME: Tragedy of War/Cycle of Violence
POET: Jacques Prefert
TITLE: "Familial"

1. Students read the poem in which Prefert comments on the roles of father, mother, and son during wartime.
2. Find key phrases in the poem which depict each of their roles.

DISCUSSION QUESTIONS:

What is the significance of the poet's comment: "They find this quite natural the father and mother"?
Of what is the poet critical?
What is the poet saying about "Life continues life with knitting war business.../Life with the graveyard"?
What special emphasis does lack of punctuation give to the poem?

THEME: Tragedy of War
POET: J.P. Clark
TITLE: "The Casualties" (for Chinua Achebe)

1. Students read Clark's poem carefully.
2. As a class, list the various groups which comprise the "casualties" of struggle.

DISCUSSION QUESTIONS:

Can you add any casualties to the list?
What imagery does the poet use to describe people's transformation due to war?
What does the poet mean by those who "...beating on the drums of the human heart, draw the world into a dance with rites it does not know"?

THEME: Degradation
POET: Tu Fu
TITLE: "Soldiering is Our Lot"

1. Students read the poem in which a famous Chinese poet airs the grievances of soldiers.
2. Each student selects the line which most strikes his/her sympathies for the soldiers.
3. Share and discuss why that particular line was most moving.

DISCUSSION QUESTIONS:

What imagery does Tu Fu employ? ("caps of manhood"; "just home with white hair"; "unfamiliar weeds," etc.)
According to this poem, what do you think was the common attitude toward war held by Confucian scholars?
Why is victory meaningless to these soldiers?

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THEME: Futility
POET: Antonio Cisneros
TITLE: "After the Battle of Ayacucho: A Mother's Testimony"

1. Students read the poem.
2. Evaluate what the mother has gained and lost as a result of the war. Make 2 columns on the board. On one side record what the mother has gained as a result of the soldiers' efforts. In the other column, record what she has sacrificed.

DISCUSSION QUESTIONS:

How do you think the mother feels about the sacrifice she has made and the awards she has received?

THEME: Hope
POET: Nhat Hanh
TITLE: "Things that Have Not Exploded"
"Recommendation"

1. Read both poems carefully.
2. Discuss which poem students liked better. Why?

DISCUSSION QUESTIONS:

RECOMMENDATION

What, indeed, is the poet's "recommendation" for Vietnam and the world?
What is "immortal" according to the poet?
What imagery is used in the poem? ("the beast in man"; "Step on your life and crush it/like a worm")
How do the images help the reader feel the horrors of war?

THINGS THAT HAVE NOT EXPLODED

What incident does the poet describe so vividly?
Why does he tell us of the death of the students?
What does the poet mean by "But there are more grenades/than those which burst last night"?
What are the "grenades" he is alluding to?
What should the people of Vietnam (and the rest of the world) do to keep these "grenades" from exploding?

SUPPLEMENTAL RESOURCES

GOAL #1

"A Partial Bibliography of African Folklore." Reproduced through the facilities of the San Mateo Office of Education. (WAC, SPICE/Africa)

African Studies Program, University of Illinois, Champaign, IL 61820. (SPICE/Africa) Title: Curriculum Materials for Teaching - 83; Includes articles on the following:
- African Oral Literature in the Secondary Schools Curriculum
- Exercises in Ewe Oral Poetry
- Social Functions of the Ewe Cradle Songs in Africa
- Understanding African Folklore
- Folktales from Sierra Leone
- Nigerian Folktales
- Plays and Other Activities with African Folk Stories
- Common Themes in American and African Proverbs

"Annotated Bibliography on Latin American Folktales (K-9)." Prepared by the Latin America Project, Stanford University. (SPICE/Latin America)

Japanese Folk Literature: A Core Collection and Reference Guide. By Joanne P. Algarin. N.Y.: Bowker, 1982. (SPICE/Japan)

China: A Multimedia Guide. By Mary Robinson Sive. N.Y.: Neal-Schuman Publ, 1982. (SPICE/China) See section on folklore for elementary, secondary classroom.

"Culture's Storehouse: Building Humanities Skills through Folklore." By Judith M. Barnet. In Intercom 90/91; Global Perspectives in Education. (WAC, GPE, SPICE) An excellent collection of classroom activities and references.

The Storyteller's Sourcebook: A Subject, Title and Motif Index to Folklore Collections for Children (1st Ed). By Margaret Read MacDonald. N.Y.: Neal-Schuman Publ., Inc., 1982. (Public Library) An excellent reference!

Best Books for Children, Pre through Middle Grades (2nd Ed). Edited by John T. Gillespie and Christin B. Gilbert. (Public Library) See section on folklore.

Plays from Folktales of Africa and Asia. By Barbara Winther. Boston: Plays, Inc, 1976. (Public Library) One-act, royalty-free dramatizations for young people.

"Culmination of Culture through Theatre" (unit). Developed by BAGEP Language & Literature Theme Guide Group. (WAC)

GOAL #2

General/Miscellaneous References:

Council on Interracial Books for Childre, Inc. 1841 Broadway, New York, N.Y. 10023. Publishes a bulletin with classroom materials, bibliographies, etc.

"Books Purchased for BAGEP Singapore/Indonesia Group" (list). Available from WAC.

"Not Asia but Asias: Singaporean Authors Talk about Their Literature" (article). In Focus on Asian Studies, Winter 1983. (WAC)

Literature of the Eastern World (text). Edited by James Miller, Scott Foresman, 1970.

My Village, my Family, My Asia. Asian Copublications Program Series Five; Tokyo, Asian Cultural Center for UNESCO, 1982. (K-3, brief descriptions of children's activities in 15 Asian settings.) (SPICE/Japan)

Stories from Asia Today: A Collection for Young Readers, Books 1 and 2. Asian Copublications Series Four; Tokyo, Asian Cultural Center for UNESCO, 1979, 1980. (Short stories about life in 15 Asian countries.) (SPCIE/Japan)

"Fiction Books about Eastern Cultures" (bibliography). Developed by Dolores Vinal. 1982. (WAC)

"Literature of Southeast Asia" (article). By John M. Echols; The Asia Society: Educational Resources—Asian Literature Program. (WAC)

"Drama East and West" (course syllabus/bibliography). Developed by Prof. Margaret Berry, John Carroll University. Dist. by Proj. on East Asian Studies in Ed., Univ. of Michigan. (Advanced level readings in comparative literature.) (SPICE/China)

"Asia Through Fiction" (course syllabus). Developed by Prof. Rhoads Murphey, Univ. of Michigan. Dist. by Proj. on East Asian Studies in Ed., Univ. of Michigan. (SPICE/China)

"Korean Literature for American Students" (bibliography). By Nancy M. Cooper, San Jose State University. In English Journal, Vol. 69, No. 4, April 1980. (WAC)

Through Indian Eyes. Edited by Donald and Jean Johnson. Gen. Ed., Leon E. Clark. N.Y.: Praeger Publ., 1974. VOLS. 1 & 2. (WAC)

Learning About India: An Annotated Guide for Nonspecialists. Edited by Barbara J. Harrison. Publ. by Educational Resources Center, New Delhi; copyright Univ. of the State of N.Y., 1977. (SPICE)

"Reflections of Reality: Literature in Translation for Young People" (article/biblio). By Ronald A. Jobe. In English Journal, Vol. 72, No. 1, January 1983. (WAC)

"Bibliography of Hispanic Literature." By Febe Portillo Orozco. In English Journal, November 1982.

"Ethnic Literature for Young Adults" (article). By Rosalie B. Kiah. In English Journal.

"The Bookshelf, Part II" (reviews). Review of The Yellow Peril: Chinese-Americans in American Fiction; review of Dragonwings and Child of the Owl by Lawrence Yep. (WAC)

"Integrity in Teaching Native American Literature" (article). In English Journal, Vol. 72, No. 2, February 1983.

U.S. Committee for UNICEF, 331 E. 38 St., New York, N.Y. 10016 (curriculum mini-units; booklists, information sheets, slide sets, posters available).

"Human Rights Book for Boys & Girls" (bibliography - 1981). Detroit Public Library, 5201 Woodward Ave., Detroit, MI 48022 ($1.50).

More on Africa:

Children's Books on Africa and Their Authors. By Nancy Schmidt. N.Y.: Africana Publishing Company, 1975. (SPICE/Africa)

"Books About Africa for Children" (bibliography). Developed by Rachel Samoff for BAGEP 1982 Summer Institute. (SPICE/Africa)

Heinemann Press Educational Books (Series on African Writers). For more information on publications available in the U.S., write Heinemann at one of the following addresses:

- 48 Charles St. London WIX 8AH
- P.O. Box 45314 Nairobi, Kenya
- P.M.B. 5205 Ibadan, Nigeria

"Family Life in Africa" (bibliography). Developed by Barbara Perkes for BAGEP 1982 Summer Institute. (SPICE/Africa)

"Children in Africa" (miscellaneous resources). Available from International Child Resource Institute (ICRI), 4360 Lincoln Ave., Oakland, CA 94602 (415) 482-4000.

Curriculum Materials for Teachers (resource guide). Developed by African Studies Program, University of Illinois, Champaign, IL 61820. (SPICE/Africa; BAGEP school district participants) Titles include the following topics:

- Some Guidelines for Teaching African Literature
- The Cultural Content of Chinua Achebe's Novels
- An Approach to African Poetry

"Reading List." Developed by Prof. Joel Samoff for BAGEP 1982 Summer Institute. (SPCIE/Africa)

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The African Image. By Ezekiel Mphahlele. N.Y.: Praeger Publisher. See Chapter 7: "Black on Black," especially sections entitled "Man in Revolt," "Despair, Disillusion Prophecy." (Public Library)

African Writers on African Writing. Edited by G.D. Killam. See articles by Chinua Achebe: "The Novelist as a Teacher," "Where Angels Fear to Tread," and "The Role of the Writer in a New Nation." (Public Library)

"Poetry of Africa" (class readings). Collected by Joyce Buchholz and Leslie Moonshine. (WAC)

Through African Eyes, Vols. I-VI (class readings and lesson plans). Edited by Leon E. Clark. Originally published by Praeger. Now available from the Center for International Training and Education (CITE), 60 East 42nd Street, New York, N.Y. 10165. (SPICE/Africa)

More on China:

China: A Multimedia Guide. By Mary Robinson Sive. N.Y.: Neal-Schuman Publishers, Inc., 1982. (SPICE/China)

"Chinese Literature in the Social Studies Classroom" (bibliography). Prepared by A. Elgin Heinz for BAGEP 1981 Summer Institute. (WAC)

"Basic Social Studies and Language Arts Skills: Using Chinese Literature in Translation" (article). By A. Elgin Heinz. In Focus on Asian Studies, Winter 1983. (WAC)

"An Introduction to Chinese Literature" (unit). Developed by Tony Kane, University of Michigan, Project on East Asian Studies in Education (PEASE). (SPICE/China) Includes sections on T'ang Poetry; a trnslation exercise; background notes for teachers, and excerpts from Pa Chin's The Family.

"Misty Mountains and Mountain Movers: Using Art and Literature in Teaching About Old and New China" (slide-based unit). Developed by Barbara Haimes, University of Michigan, Project on East Asian Studies in Education (PEASE). (SPICE/China)

Through Chinese Eyes, Vols. I and II. Edited by Peter J. Seybolt, Leon Clark, General Editor. Originally published by Praeger. Now available from CITE, 777 United Nations Plaza, New York, N.Y. 10017. (SPICE/China, WAC)

"Pearl Buck's The Good Earth" (forthcoming unit). By the East Asian Curriculum Proj. (EACP), Columbia University, New York. (draft copy available from SPICE/China)

"Cultural Revolution Literature: Hao Jan, Chen Jo-hsi" (forthcoming unit). By EACP, Columbia University, New York. (draft copy available from SPICE/China)

Contemporary China: Seven Contemporary Women Writers. Edited by Gladys Yang. Beijing: Panda Yang, 1982. (SPICE/China)

BEST COPY AVAILABLE

More on Japan:

Through Japanese Eyes, Vols. I and II. Edited by Richard Minear. General Editor Leon Clark. N.Y.: Praeger Publishers, 1974. (SPICE/Japan, WAC)

"Basic Skills Using Literature in Translation" (handout). Developed by the Japan Project for the BAGEP 1981 Summer Institute. (SPICE/Japan)

What Shall I Read on Japan: An Introductory Guide (12th Edition). N.Y.: Japan Society, 1982. (SPICE/Japan)

Japan Through Children's Literature: A Critical Bibliography. By Yasuko Makimo, University of Illinois. Originally published as Duke Univ. Center for International Studies, Occasional Paper No. 5, 1978. Now available from the Asia Society. (SPICE/Japan)

Contemporary Japan: A Teaching Workbook (teachers' guide). East Asian Curriculum Project (EACP), Columbia University, 420 W. 118 St., New York, N.Y. 10027. (SPICE/Japan, WAC)

"Contemporary Themes inn Japanese Literature" (bibliography). Prepared by Makoto Ueda for BAGEP 1981 Summer Institute. (WAC)

"Introduction to Japanese Literature" (article). Prepared by Makoto Ueda for the Japan Project, 1979.

"Japanese Literature" (article). By Donald Keene. The Asia Society—Educational Resources, Asian Literature Program. (WAC)

"Japanese Literature and the Teaching of Social Studies" (article). In Focus on Asian Studies, Autumn 1978. (SPICE/Japan)

"Annotated List of Books Available from the Japan Project Lending Library" (SPICE/Japan)

GOAL #3

War and Peace in Literature (resource guide). Compiled by Lucy Dougall. Chicago: World without War Publication, 1982. (WAC)

War Peace Film Guide (Rev Ed). By John Dowling. Chicago: World without War Publication, 1980.

World without War Council; West Coast Office, 1730 Grove St., Berkeley, CA 94709.

"War and Peace in Adolescent Literature". By Faye Lander. Critical evaluation of 36 fictional/biographical works for grades 6-12. Plot, theme, style analyzed with recommendations regarding individual and class use. Write the author, 500 Harvey Avenue, Kent, Ohio 44240.

Nucleography: An Annotated Resource Guide for Parents and Educators on Nuclear Energy, War and Peace (First Edition). Edited by Jacqueline Barber, Gigi Bridges and Carry Sneider. Available from Nucleography, 2847 Fulton St., Berkeley, CA 94705 ($5.00). (Chapter 4—Books for Children, on file at WAC)

Decision Making in a Nuclear Age (curriculum unit, 9-12). Available from Facing History and Ourselves Foundation, Inc., 25 Kennard Road, Brookline, MA 02146 ($12.00).

Peace Child (original play—full package includes book, tape, music score). By David Woollcombe. Available from Peace Child Foundation, P.O. Box 33168, Washington, D.C. 20033-0168. (Brochure available from WAC)

"Curriculum Materials, Grades K-9" (annotated list). Available from International Security and Arms Control, Stanford University. (SPICE)

"Peace Teaching and Children: Resources for Teachers and Parents". The Riverside Church Disarmament Program, Riverside Drive at 122nd St., N.Y. 10027 ($.50 + self-addressed stamped envelope). (WAC)

Children's World Peace Project. Contact Jeanne Nelson, International Child Resource Institute (ICRI), 4360 Lincoln Ave., Oakland, CA 94602 (415) 482-4000.

COPRED Peace Education Network, Kent State University, Kent, Ohio 44242. Among publications available:

"Supplementary List for Days to Celebrate" (bibliography). Edited by Helen Mullen, 1980. Published by Jane Adams Peace Assoc.

"Peace is in Our Hands" (1-6 curriculum guide). By Grace C. Abrams & Fran C. Schmidt ($1.25).

"Learning Peace" (7-8 curriculum guide). By Grace C. Abrams & Fran C. Schmidt.

GOAL #4

Literature for Thursday's Child. By Sam L. Sebesta and William J. Iverson, Palo Alto, Chicago: SRA Associates, 1975. See chapter on "Creative Techniques for Exploring Literature" and article "A Creative Approach to Puppetry and Literature", pp. 487-502. (WAC)

Children's Literature in the Elementary School, Third Edition. By Charlotte Huck. N.Y.: Holt, Rinehart and Winston, 1976. See especially section on Extending Literature (topics include Creating Slides and Filmstrips, Extending Literature through Games). (WAC)

Teachers and Writers Collaborative, 84 Fifth Ave., New York, N.Y. 10011. Publications include: The Poetry Connection; Wishes, Lies and Dreams; Teaching Children to Write Poetry; The Whole Word Catalogue, 1 and 2; Books for Today's Young Readers.

The Other Side of a Poem. Edited by B. Abercrombie. N.Y.: Harper and Row, 1977. (Public Library)

Touchstone Center for Children, 141 E. 88 St., New York, N.Y. 10028. Brochure of publications available on request.